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CHAPTER

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Developing New Solutions

*Individualized  
Program  
Planning*

# Getting Off to a Good Start in ECS

2006



# IPP

**Alberta**  
EDUCATION





Developing  
New Solutions

## Chapter 10

# Getting Off to a Good Start in Early Childhood Services (ECS)

2006



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This resource is primarily intended for:

Teachers	✓
Administrators	✓
Health-related Professionals	✓
Counsellors	✓
Students	
Parents	
General Public	



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## Chapter 10

# Getting Off to a Good Start in Early Childhood Services (ECS)



Individualized program plans (IPPs) are important components of quality educational programming for young children with special education needs. Young children have a range of developmental needs and require flexibility in program delivery. Early childhood services (ECS) programming may take place in a variety of environments such as home, inclusive classroom programming in neighbourhood schools and preschools, or specialized sites. Given the wide range of individual needs, potential settings and instructional philosophies among parents and various professionals, it is essential that the child's learning team take a collaborative approach to individualized program planning, implementation, monitoring and reporting.

The learning team refers to the small group of people who consult and share information relevant to the individual child's education, and plan special education programming and services as required. The team may consist of the classroom teacher, parents, the child (when appropriate), other school and jurisdiction staff aware of the child's needs, and child development specialists, as required.

## Understanding the Early Childhood Services IPP

ECS IPPs are developed for children aged 2½ to 6 years of age with mild, moderate or severe disabilities and/or delays, and for children who are gifted and talented. Like an IPP for older students, an ECS IPP is not a daily lesson plan nor is it meant to be all-encompassing. An ECS IPP is an evolving, flexible and future-oriented plan that:

- meets the special education needs of an individual preschool child
- promotes child development by building the child's independence, competence and meaningful participation in daily activities in a variety of environments
- addresses the specific priorities of the child through functional goals which guide classroom activities and routines
- summarizes essential information, including the level of programming, the settings where programming will take place, necessary coordinated support services, and other services to facilitate teaching and learning in the classroom and other environments
- is developed, implemented and evaluated by a collaborative learning team, including parents, teachers, resource personnel and, when possible, the child



- provides an ongoing record to monitor and communicate child growth, and ensure continuity of programming
- guides planning for transition.

IPPs will look different for different children, depending on the type and complexity of needs of the individual child. The essential information required is the same for all children with special education needs, however the IPP process and document will be less involved for children with less complex needs. *Not all sample tools presented may be appropriate or necessary for all children with special education needs.*

## Programming for young children

Appropriate programming for young children varies greatly in terms of the setting and the level of programming provided. Programming also varies in the ways that it meets two different purposes: that of providing a rich learning environment in which children choose activities and progress at their own pace, and that of teaching functional skills to accelerate progress toward particular developmental goals (Niemeyer et al. 1999).

## Settings and levels of programming

Programming should occur in the most natural learning setting possible. This means a setting in which the child is able to learn and acquire skills with his or her peers as much as possible. For many children, this is within an inclusive classroom or the home, with instruction of IPP goals and objectives integrated into existing routines. Other potential environments include child-care facilities or playschools. The most appropriate setting varies with the needs of the child. The level of programming—the number of hours of centre-based programming and/or frequency of family-oriented programming sessions also varies based on the individual needs of the child and is determined by the school authority in consultation with parents.

When making decisions about the setting and level of programming for young children with special education needs, consider factors such as the following:

- developmental needs of the child
- available resources
- parental concerns and preferences
- ways to provide instruction, supports and services within natural learning settings (e.g., in the classroom with peers)
- ways to maintain interaction with children who do not have disabilities, either through the regular setting for instruction or through other frequent and planned contact.

## Assessment

Assessment of ECS children with special education needs is conducted for a variety of purposes including the following:

- to determine need for special education programming, services and funding
- to gain information about the child that will guide the development and implementation of the IPP
- to evaluate the growth and progress of the child in relation to the skills and behaviours targeted in the IPP goals
- to evaluate the effectiveness of services and programming provided.

Consider the following guidelines.

- Use a variety of assessment tools and strategies appropriate to the developmental level and individual needs of the child, including activity-based measures that focus on meaningful skills.
- Assess the child in the most natural settings possible (e.g., where he or she will be using the skill).
- Use a team approach that includes the child's family, teacher, teacher assistant, and sometimes medical and child development specialists.
- Discuss findings with parents and other members of the child's learning team in clear, straightforward language.

## The ECS Learning Team

Best practice and Alberta Education policy identify the certificated teacher as the person responsible for overseeing the development and implementation of the IPP. A number of individuals may work with the teacher at different times and make up the child's learning team. In addition to the teacher, this team typically consists of the parents, teacher assistant and other specialists such as communication, occupational, physiotherapy or family support specialists who have direct involvement in planning, implementing and monitoring the IPP. Other service providers may provide services for the child on an as-needed basis. These service providers are not typically identified as learning team members, although their services may be documented in the IPP as support services for the child.

## Family-oriented programming

Parent and family involvement contributes to the success of the child's educational programming. Parents' knowledge of their child should be sought out and used to assess the child's strengths and areas of need, determine goals and objectives, plan methods of intervention, evaluate ongoing program success and develop transition plans. When parents are meaningfully involved in programming, it increases the likelihood that new skills will be practised across environments, and improves the likelihood that skills will be learned and generalized. Parents are also the members of the child's learning team who remain constant, providing continuity and the ability to advocate for appropriate programming from year to year.



The members of the learning team need to ensure that parents have the information they need to make informed decisions. Teachers also need to ensure that programming is sensitive to the priorities, values and routines of the family, especially when planning activities that require direct family involvement. By building on the family's strengths, teachers can enhance parents' confidence and ability to meet their child's needs.

### Collaborative decision making

Decisions about a child's individualized program plan or its implementation should be made collaboratively. All team members are involved in supporting the IPP goals and objectives, therefore, it is important for team members to understand how these goals and objectives are functional and immediately useful to the child. To encourage the relevance of the IPP and the commitment of individual team members, teachers should attempt to reach a consensus regarding approaches and priorities for the child. At the same time, each team member will have a unique perspective and role in the IPP process. Sample roles are described in the following chart.



## Sample Roles

Parents	Classroom Teacher	Teacher Assistants
<ul style="list-style-type: none"> <li>• advocate for their child's best interests, and communicate their views regarding programming and goals to other team members</li> <li>• contribute to the direction and focus of the IPP, in collaboration with other team members</li> <li>• participate in their child's learning team to ensure that selected goals and objectives are reinforced across the child's environments (e.g., daycare, respite, home)</li> <li>• provide ongoing feedback about the generalization of skills to the home and community environments</li> <li>• maintain ongoing communication and collaboration with the classroom teacher and other team members</li> <li>• seek guidance from the learning team, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• is accountable for, and develops, plans, implements, monitors and evaluates the IPP, in collaboration with other team members</li> <li>• assesses children's strengths and areas of need through observation, formal and informal assessment; explains results to other team members</li> <li>• develops strategies for incorporating goals and objectives into existing classroom activities and routines</li> <li>• monitors and regularly reports on the child's progress, and adapts or modifies activities, routines, instructional strategies or objectives, as necessary</li> <li>• provides teacher assistants with ongoing direction and monitoring regarding program implementation</li> <li>• ensures that the IPP includes all essential elements required by Alberta Education</li> <li>• maintains ongoing communication and collaboration with other members of the learning team</li> <li>• seeks guidance and feedback from the learning team, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• assist in implementing and monitoring IPP goals and objectives, under the direction of the classroom teacher</li> <li>• assist in developing strategies for incorporating goals and objectives into existing classroom activities and routines</li> <li>• assist in modification and preparation of materials and activities</li> <li>• maintain ongoing communication and collaboration with the classroom teacher, and with members of the learning team, as directed by the teacher</li> <li>• seek ongoing guidance and feedback from the classroom teacher</li> </ul>

(continued)

## Sample Roles (continued)

School or Program Administrator	Program Specialists (e.g., occupational therapists, physical therapists and speech-language pathologists)	Community Service Providers (e.g., daycare, respite)
<ul style="list-style-type: none"> <li>ensures an IPP is prepared, implemented, monitored and regularly evaluated for each child identified with a special education need</li> <li>ensures that the IPP includes all essential elements required by Alberta Education</li> <li>identifies a teacher as responsible to coordinate, develop, plan, implement, monitor, evaluate and report on the child's IPP, with the ongoing support and feedback of other members of the learning team</li> <li>ensures parents have opportunities to participate in the IPP process</li> <li>ensures the availability of support personnel, specialists, appropriate materials and equipment, and inservice training, as required by the child's developmental and learning needs</li> <li>ensures that the team meets and communicates regularly to review the child's progress, and works collaboratively to resolve issues as they arise</li> </ul>	<ul style="list-style-type: none"> <li>participate in the development, planning, implementation, monitoring and evaluation of the IPP, in collaboration with other team members</li> <li>assess student strengths and areas of need through observation, formal and informal assessment; explain findings to team members</li> <li>provide educational programming that meets the child's needs through a combination of direct service and consultation</li> <li>develop strategies for incorporating goals and objectives into existing classroom activities and routines</li> <li>support classroom staff and parents in addressing goals and objectives through ongoing training, direction, monitoring and feedback</li> <li>monitor and regularly report on the child's progress, in collaboration with other members of the learning team</li> <li>adapt or modify activities, routines, instructional strategies or objectives, as necessary</li> <li>provide technical assistance and advice to all team members about materials, resources and strategies</li> <li>maintain ongoing communication and collaboration with other team members</li> </ul>	<ul style="list-style-type: none"> <li>provide input and support during various points in the IPP process</li> <li>participate in the initial IPP planning meeting</li> <li>gather anecdotal information during the assessment process, to assist in identifying the child's strengths and areas of need</li> <li>work cooperatively with the home and school to address selected IPP goals by supporting the application and practice of new skills across environments</li> <li>monitor the child's progress on goals and objectives, and observe degree of skill generalization across environments</li> </ul>

## Developing, Implementing and Monitoring an ECS IPP

The development, implementation and monitoring of an ECS IPP involves the following interrelated steps.

1. Identifying areas of need and strengths
2. Setting the direction
3. Creating a plan
4. Implementing the plan
5. Reviewing, revising and reporting
6. Planning for transition

Although the requirements for ECS IPPs are consistent for children with mild, moderate or severe disabilities as well as for those who are gifted and talented, the degree of complexity and detail will vary. In general, the greater the needs of the child, the more detailed and comprehensive the IPP will be. The components and ideas discussed in the next few pages are applicable to all IPPs.

### Appendices

*See Appendix 10-A for a sample template of the IPP.*

### Gathering essential information

IPPs for young children should include the following essential information:

- assessment data
- current level of performance and achievement
- identification of strengths and areas of need
- measurable goals and objectives
- level of programming and settings where programming will take place (children with severe disabilities)
- procedures for evaluating child's progress
- identification of coordinated support services (including health-related), if required
- relevant medical information
- required classroom accommodations (e.g., any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment)
- transition plans
- year-end summary
- parent signature.

### Appendices

*See Appendix 10-B for a sample Essential Information Checklist.*



## 1. Identifying areas of need and strengths

The purpose of initial assessments is to identify the child's developmental levels, and areas of strength and need. At this stage of the process, the team needs to:

- gather information about the child's daily routines and activities across environments, to understand how well he or she functions and where he or she is experiencing difficulties
- administer (or refer for) formal assessments, as required
- begin identifying interests and potential skills that could lead to improved functioning and independence, or will prepare the child for his or her next environment
- begin identifying educational specialists who might be able to contribute to the development and implementation of the child's IPP.

Decisions about goals and interventions should be guided by a variety of assessment strategies, including formal and informal testing and observations. One of the best ways to identify strengths and interests of young children is to identify what objects and activities engage or interest them. Observing the child performing various functional skills in the activities and settings in which these skills are actually required can often provide more relevant and complete data than standardized tests. Informal assessments, such as curriculum- and criterion-based assessments and teacher-made checklists, can also provide qualitative information about how well the child is functioning on a day-to-day basis.

One example of an informal assessment process is an Activity and Routines-based Observational Assessment. A sample Activity and Routines-based Observational Assessment record is shown on the following two pages. The activities of an individual child are recorded for each time period throughout the school day. Questions about observation are noted with brackets and a question mark. Plus (+) and minus (-) signs are used to code observed strengths and needs, and this information is summarized in two lists at the end of the observations.

## Sample Activity and Routines-based Observational Assessment

Location: Classroom/Playground

Time/ Activity	Monday Sept. 15 <sup>th</sup>	Tuesday 16 <sup>th</sup>	Wednesday 17 <sup>th</sup>	Thursday 18 <sup>th</sup>	Friday 19 <sup>th</sup>
9:00 a.m. – Come in from bus, coatroom, bathroom, free play at toys	+ came into class from bus on own – went straight to toys without taking off coat or getting out communication book	– difficulty unzipping and removing coat + loved the cars, trucks and planes, but didn't want to share toys with others	+ said "Hi!" and smiled at me when he came into class – needed assistance with jeans zipper and belt in bathroom	– cried when told to go to the bathroom before going to free play (impatient?) – grabbed peer's toys; didn't seem to know what to do/say	+ said "Hi" and hugged friend Sajad when he came into class – walked away when a peer took his toy
9:30 a.m. – Circle	– called out, interrupted instruction + imitated actions well with Big Book	– / + difficulty imitating repetitive parts of stories, but tried hard to participate + enjoyed the music!	– difficulty maintaining attention during group instruction, distractible/active + used picture prompt to choose centre	– cried during transition from toys to circle – would not move to circle independently or help to clean up	– difficulty waiting his turn (impulsive) + asked to be snack helper + watched others for cues for actions
10:00 a.m. – Centres	– tried to take all the toys in sand centre + made vehicle noises when playing + counted the cars	+ positive interacting with peers in house centre – cried when time to transition to snack	+ traded puppets with peer – left centre after approximately three minutes (frustrated communicating?)	– didn't like the feel of the wet sand – scratched another child who tried to take his toy	+ stacked five blocks; made a train with blocks; pointed to blue and red; counted three blocks with 1:1
10:20 a.m. – Snack	+ helped hand out napkins + said each child's name	– did not want to touch the Jell-O or try any of it (sensation?)	– difficulty using spoon without spilling (awkward grasp?)	– tried to take peer's snack instead of asking for more	+ asked for snack and juice without prompts – some drooling
10:30 a.m. – Recess	+ appears excited to swing and play on slide and climb (not fearful)	– needed help to come in when bell rang; ran away from T.A. (transition)	– difficulty putting on coat and zipping	+ lined up well to go out (motivated) – did not come in when bell rang; continued to play	– doesn't seem to recognize limits, danger (climbs to top of swing set)

## Sample Activity and Routines-based Observational Assessment (continued)

Location: Classroom/Playground

Time/ Activity	Monday Sept. 15 <sup>th</sup>	Tuesday 16 <sup>th</sup>	Wednesday 17 <sup>th</sup>	Thursday 18 <sup>th</sup>	Friday 19 <sup>th</sup>
10:45 a.m. – Gym	– appears awkward when running	+ smiles and laughs when riding tricycle, good skills	– awkward throwing and kicking ball	– aggressive with peers handing out equipment; grab/hit	+ good at following circle game rules
11:15 a.m. – Art	– not interested in colouring; difficulty holding crayons + imitates his friend Sajad's work	+ shows both concentration and accuracy when cutting with scissors – doesn't follow group directions and cuts everything	– does not seem to know how to ask for what he needs (e.g., ask peers to pass glue, crayons)	– usually needs one-on-one assistance to listen to and follow directions to finish work + accepts help	+ responds quickly to help teacher hand out and put away materials; smiles + glues carefully + selects car/truck stickers
11:30 a.m. – Clean up, bathroom	+ willingly pushes in the chairs at table – difficulty with button	– won't stop work to go to bathroom (transition)	+ habit/toilet trained! – reminder to flush	+ showed off his "big boy" underwear	+ will point to and go to the bathroom when he needs to go
11:45 a.m. – Coats, home time/ bus	– waits for adult to ask him if needs help	+ lined up for and went on bus with no problem	– distracted by peers; last one ready to go	– appears awkward walking to bus (gait?)	– pushed peer out of his way; no words

## Identified areas of strength/interest:

- demonstrates interest and enjoyment in peers
- smiles and laughs when involved in music/actions/gym/games
- knows some colours, shapes, counting
- chooses vehicles and trikes
- toilet trained
- willing to help/be independent

## Identified areas of difficulty/concern:

- transition between activities
- self-help (clothing, utensils, asking for help)
- appears awkward (run/walk/kick/throw)
- communicating (wants and needs)
- impulsive/following directions
- sensory issues? (need more information)



*See Appendix 10-C for a blank template for observing activities and routines.*

## 2. Setting the direction

Setting the direction for an IPP involves grouping and prioritizing strengths and areas of need so that the child's annual goals will be both relevant and manageable. This process occurs through an initial IPP planning meeting in which individuals who have observed or assessed the child come together to share information and assist others in forming a complete picture of the child. The meeting is typically attended by parents, teachers, teacher assistants and involved specialists. If it is practical, community service providers who work regularly with the child (e.g., child-care workers, respite workers) may be included in the meeting and communicated with on an ongoing basis throughout the year. These individuals can provide valuable insight into the child's strengths and areas of need, interests, behaviour and level of independence in other environments, and level of generalization of newly acquired skills. Involving these service providers also allows for more comprehensive implementation of selected strategies and encourages transfer of skills between environments.

### Sample steps for an initial IPP planning meeting

The initial planning meeting may involve a series of steps such as the following.

- Organize participants' observations into two lists: strengths/interests and needs/concerns. These lists should span developmental areas, settings and activities.
- Review the list of needs and concerns, and identify general themes or areas of focus. For example, if a child's list identifies difficulties asking for help, asking for a turn, expressing frustration verbally and several similar concerns, then communication may be identified as an area of focus.
- Prioritize the areas of focus. The areas of highest priority are typically those with the greatest potential to increase independence and functioning during daily activities across environments.
- Select a reasonable number of priorities for the child for the year. The priorities chosen will often span several developmental areas, depending on individual needs. These form the basis of the annual goals for the child's IPP.
- Identify other persons, such as parents and child-care workers, who can target selected skills in their own environments. Because the IPP document focuses on what the classroom teacher is accountable for, information about what will happen outside the learning environment is typically not recorded in the IPP document. If it is recorded, it should be clearly indicated that this is additional support, and is beyond the scope and responsibility of the classroom teacher.

During the meeting, it is important to ensure everyone uses clear language that all participants can understand. Team members may find it helpful to use a form such as the following to record discussion details and decisions, including the focus of the IPP, the skills targeted, and the tentative settings, strategies and persons involved in addressing them. The sample provided is an example of a recording form for a child with severe and/or complex special education needs.

### Sample IPP Planning Meeting Recording Form

Identified Areas of Focus (Become long-term goals)	Areas of Need (Become short-term objectives)	Possible Activities/Routines (May become instructional strategies or part of instructional matrix)	Who will be involved?
Communication: Initiates verbal communication with others	Greeting: Saying hello/goodbye	<ul style="list-style-type: none"> <li>Hello or bye (gesture, verbal or vocal modes) to family/peers and staff when coming to/from school, home, daycare and bus.</li> <li>Hello/bye when staff or peers come in/out of room, pass in the hallway/office.</li> </ul>	Teacher, TA, SLP, <i>Additional support:</i> parents, primary daycare worker and bus driver
	Vocalize/ verbalize to make requests	<ul style="list-style-type: none"> <li>Accept attempts at speech (or imitations) as required throughout his day.</li> <li>Model words as necessary.</li> <li>Wait until he asks before giving him items.</li> </ul>	Teacher, TA, SLP, Parents, <i>Additional support:</i> daycare worker
	Call people's names, or approximation, to gain their attention	<ul style="list-style-type: none"> <li>Model calling name by adults and peers. If he doesn't try to call name, adult models for him to repeat.</li> <li>Respond the moment he calls your name.</li> </ul>	Teacher, TA, SLP, Parents
	Expand sentence length	<ul style="list-style-type: none"> <li>Model/expand one word to two words when he speaks.</li> <li>Encourage him to repeat/restate your two-word model, but don't insist on it.</li> </ul>	Teacher, TA, SLP, Parents
Fine Motor: Self-regulation	Use strategies to self-regulate sensory input when anxious	<ul style="list-style-type: none"> <li>Provide and model use of several strategies that seem to work at home (fidgets, wiping cloth, gradual exposure without pressure, listen to music).</li> </ul>	Teacher, TA, OT
	Tolerate a greater variety of foods/textures	<ul style="list-style-type: none"> <li>Gradual exposure to various foods/textures (on plate, touch with finger, smell, play with fork, touch with tongue), at snack, lunch, meals at home.</li> </ul>	Teacher, TA, OT, Parents
	Control and self-manage drooling	<ul style="list-style-type: none"> <li>Subtle verbal and/or visual prompts to swallow, close mouth, breathe through nose.</li> <li>Reminders to wipe mouth with wristband or tissue.</li> </ul>	Teacher, TA, OT, Parents, <i>Additional support:</i> daycare worker

## Sample IPP Planning Meeting Recording Form (continued)

Identified Areas of Focus (Become long-term goals)	Areas of Need (Become short-term objectives)	Possible Activities/Routines (May become instructional strategies or part of instructional matrix)	Who will be involved?
Self-help: Dress/undress independently	Independent dressing	<ul style="list-style-type: none"> <li>Encourage him to try himself (problem solve) before asking for help. Provide decreasing physical and verbal prompts.</li> <li>Verbal praise for attempts.</li> </ul>	Teacher, TA, Parents, <i>Additional support:</i> daycare worker
	Managing own clothing during toileting	<ul style="list-style-type: none"> <li>Encourage problem solving before asking for help, provide minimum physical prompts first, then let him finish, verbal praise.</li> <li>Use sequence chart for visual prompts.</li> </ul>	Teacher, TA, Parents
	Asking for help when needed	<ul style="list-style-type: none"> <li>Model word "help" combined with sign or picture for help when he appears frustrated (dressing, toileting, meals, craft times), ask only when needed.</li> </ul>	Teacher, TA, SLP, Parents
Personal/Social: Follow rules of social conduct	Transition between activities	<ul style="list-style-type: none"> <li>Provide one-minute warning.</li> <li>Use visual daily schedule to prepare him for next activity; he carries card to next activity and puts in "all done" box.</li> <li>Praise and vehicle stickers in reward book for transitioning without incident.</li> </ul>	Teacher, TA
	Awareness and avoidance of dangers	<ul style="list-style-type: none"> <li>Adults point out potential dangers as encountered, explain reasoning to child.</li> <li>If demonstrates unsafe behaviour, explain why not safe and what child should do.</li> </ul>	Teacher, TA, Parents, <i>Additional support:</i> daycare worker
	Sharing and taking turns	<ul style="list-style-type: none"> <li>Teacher and peers model use of phrases "turn" or "want turn."</li> <li>Set up environment to encourage sharing of toys or other items. Encourage trading toys or musical instruments, crayons, etc.</li> <li>Adult mediation, praise for compliance.</li> </ul>	Teacher, TA, Parents, <i>Additional support:</i> daycare worker
	Playing with peers	<ul style="list-style-type: none"> <li>Encourage joining group toys (e.g., train, race track, doll house) and centres for longer before switching.</li> <li>Favourite peers have wanted toys to encourage joining, have peers invite him to come play, provide trucks and cars to entice him.</li> </ul>	Teacher, TA



See Appendix 10-D for a template for recording IPP planning meeting notes.

### 3. Creating a plan

At this stage in the process, the major task is the development of meaningful and measurable goals and objectives by the teacher, with the input of other team members. These goals and objectives are typically compatible with the philosophy and practices of most ECS programs, but the specific content and focus must be educationally relevant and individually meaningful to the child and family. IPP goals and objectives need to focus on the development of functional skills that will increase independence in the current daily environment, and that will prepare the child for future settings. For example, colour recognition is an important part of the typical ECS curriculum, but it is not as relevant to the current and future success of a child with special education needs as the more functional ability to follow two-step instructions or play cooperatively with peers.

ECS goals and objectives, like those written for school-aged students, must also be measurable. This means that someone else could read the goal statement or objective, and know **specifically** what the learning team wanted the child to achieve or demonstrate. Two questions to keep in mind when writing goals and objectives are “What do we want this child to be able to do?” and “What would we see if the child has accomplished this?” In order to be measurable, goals and objectives must include the following elements:

- action (what the child will know or be able to do)
- context (when and under what conditions the behaviour will occur)
- terms (the criteria for successful mastery: how well, how many times or how long is the child expected to perform the task)
- timeline (the expected achievement date).

When goals and objectives are written in these terms, teachers are able to address them more effectively and children are more likely to experience improved outcomes.

#### Annual goals

The learning team must determine a reasonable number of goals based on the areas of focus selected as priorities during the initial IPP planning meeting. The goals should be compatible with the routines of the current programming, and generalizable across different environments and developmental domains. These goals will represent the best prediction of what a child will be able to accomplish in each area by the end of the school year, however, goals may require revision as the child progresses or his or her needs change.

## Example

Examples of annual goals:

*Communication skills*

- By June 15th, Hajai will use cue cards to initiate requests for preferred activities and objects in the classroom, playground and gymnasium.
- By June 15th, Sarah will repeat an utterance when cued by a peer.

*Cognitive/preacademic skills*

- By June 15th, Toni will produce recognizable approximations of letters and simple objects with pencil and paper.
- By June 15th, Lee will identify and print own name independently.
- By June 15th, John will identify a minimum of 15 examples of environmental print in the classroom, school and community.

*Social/behavioural skills*

- By June 15th, Rick will initiate social interaction with other children at least three times throughout the school day.
- By June 15th, Ray will remain in circle time for 15 minutes and will participate by imitating actions and joining in for choral reading.

*Self-help skills*

- By June 15th, Bernie will dress self in outdoor clothes independently within five minutes or less.
- By June 15th, Anne-Louise will follow toileting routines independently on at least four out of five days in one week.

*Motor skills*

- By June 15th, Rene will walk length of school hall with use of a walker.
- By June 15th, Tyrone will maneuver wheelchair in all school environments without physical assistance.

## Short-term objectives

Short-term objectives represent the skills that will be targeted or the intermediate steps required to achieve the annual goal. Short-term objectives are typically achievable in three to 16 weeks. The learning team should collaborate to develop a reasonable number of objectives for each goal and to identify strategies which may be useful in addressing each objective.

## Example

Examples of short-term objectives:

*Communication skills*

- By February 15th, Caitlin will, when given a choice of three cue cards (including 1 distracter), use the juice and/or specific snack cards to request snack items during four out of five snack periods over five days.
- By February 15th, Akshay will use the ASL sign “want” combined with a pointing gesture, to ask a peer or adult for a turn with a toy or other item, at least 16 times a day on 10 consecutive school days, with adult modelling as required.

*Cognitive/preacademic skills*

- By February 15th, Gregory will, when presented with his name and those of two peers printed on name cards, point to his own name during attendance, helper and centre activities, four days out of five.

- By February 15th, Tony will, when presented with two picture cue cards, choose one activity centre.

*Social/behavioural skills*

- By February 15th, Sasha will raise her hand and silently wait for her turn to volunteer for a task or to answer a group question during circle or story time, at least three times a day for one week.
- By February 15th, Gail will, when asked by teacher, go to assigned work area without protest, at least twice a day for one week.

*Self-help skills*

- By February 15th, Tyrone will independently put on his coat during recess and hometime routines, eight times in one week.
- By February 15th, with verbal prompting, Saager will use words (e.g., help, zip, open, please) to request assistance from peer or adult on nine out of 10 occasions when help is required.

*Motor skills*

- By February 15th, Angela will independently use a tripod pencil grasp 50 percent of the time during printing, colouring or drawing activities over a three-day period.
- By February 15th, Martin will walk across a variety of surfaces between classroom activities, without support, for a distance of least four feet, three or more times per day, for one week.

See the following chart for an illustration of the difference between a nonfunctional and functional behaviour statement.



Sample Nonfunctional and Functional Behaviour Statements<sup>1</sup>

	<b>Nonfunctional statement</b> <i>content and context not relevant; therapeutic versus educational</i>	<b>Better but still nonfunctional statement</b> <i>more relevant content but context still artificial and not meaningful</i>	<b>More functional statement</b> <i>relevant content; context embedded and integrated in classroom routines</i>
<b>Communication:</b> Request wants and needs			
<b>Expected behaviour</b>	Label food items	Request edibles/treats	Request food/drink; ask for more
<b>Criteria</b>	% correct when pulled out and tested	Number of initiated syntactic expansions when tested	Number of child verbal/vocal initiations observed during routines
<b>Strategies</b>	Massed trials in therapy room	Discrete trial training, present treats in therapy room	Daily opportunities during snack and lunch activities; water fountain after gym class
<b>Fine Motor:</b> Use two hands to perform task			
<b>Expected behaviour</b>	Snips with scissors	Open and close jars	Open/close containers required for activities
<b>Criteria</b>	Measures how far he or she snips paper	Number of successfully opened/closed jars when tested	Amount of assistance/time required to open/close containers
<b>Strategies</b>	Repeated trials in therapy room	Massed trials at table in class	Daily lunch, snack and art activities (e.g., jar during prep, unscrew thermos, open zippered bag, paint pot)
<b>Gross Motor:</b> Walk with improved balance and coordination			
<b>Expected behaviour</b>	Walk on 4" balance beam	Ambulate in hall	Walk independently between activities
<b>Criteria</b>	Measures how far/fast he or she walks on beam	Steps per minute during assessment period	Amount of assistance/time required
<b>Strategies</b>	Repeated trials with assistance in gym	Repeated practice with assistance, in hall	Daily practice between centres, classroom activities; between bathroom and classroom

(continued)

1. Adapted from Richard S. Neel and Felix F. Billingsley, *Impact: A Functional Curriculum Handbook for Students with Moderate to Severe Disabilities* (Baltimore, MD: Paul H. Brookes Publishing Co., 1989), p. 57, Table 8.1. Adapted by permission of Paul H. Brookes Publishing Co.

## Sample Nonfunctional and Functional Statements (continued)

	<b>Nonfunctional statement</b> <i>content and context not relevant; therapeutic versus educational</i>	<b>Better but still nonfunctional statement</b> <i>more relevant content but context still artificial and not meaningful</i>	<b>More functional statement</b> <i>relevant content; context embedded and integrated in classroom routines</i>
<b>Cognitive/Pre-academic:</b> Number concepts to 10			
<b>Expected behaviour</b>	Trace numbers 1 to 10	Count sets of blocks	Count number of items required for activities
<b>Criteria</b>	Rate of accurately traced numbers when tested	Percent or rate correct when tested	Rate of accuracy in activities (e.g., matched number of cups with number of peers)
<b>Strategies</b>	Massed trials, individual table work	Massed trials, one-on-one at table in class	Daily practice during snack, circle and art (e.g., cups, food items, napkins, mats, papers)
<b>Social:</b> Initiate interaction with others			
<b>Expected behaviour</b>	Point to a picture of a boy/girl	Point to and name pictures of peers	Greet peers and adults
<b>Criteria</b>	% correct when pulled out and tested	Percent correct during discrete trials	Rate/frequency of child initiations, various forms
<b>Strategies</b>	Massed trials, one-on-one at table	Massed trials, one-on-one at table in class	Daily opportunities during arrival and meeting others (gesture/ vocal and eye contact)
<b>Self-help:</b> Dress/undress independently			
<b>Expected behaviour</b>	Name clothing articles	Coat off/on	Dress for outside activities
<b>Criteria</b>	% correct when pulled out and tested	Number of times correct or % of steps done independently	Amount of assistance and/or time required
<b>Strategies</b>	Massed trials, one-on-one at table	Repeated practice, with assistance, in coatroom	Daily practice during various routines (recess, lunchtime, home time, field trips)

#### 4. Implementing the plan

Once the IPP has been created, the learning team must work to implement the plan and help the child achieve the goals and objectives identified. Consider the following guidelines for implementing an IPP:

- ensure that the strategies and procedures used to address goals and objectives are compatible with the child's individual needs and the ECS setting
- integrate or embed instruction into existing routines and activities, across learning environments, as much as possible
- create opportunities for child-led learning by allowing flexibility in programming and structure
- revise IPP objectives and practices as necessary, based on ongoing monitoring and evaluation
- ensure teacher assistants understand their roles and responsibilities in implementing and supporting programming, and establish a plan for ongoing communication between teacher assistants and the classroom teachers
- design the learning environment to ensure safety and to promote active engagement, learning and participation
- ensure that learning team members and other school staff have the time, ongoing training and support necessary to provide effective programming within the classroom, and to collaboratively develop and plan the programs and strategies which will be implemented.

#### Determining appropriate types of programming

As much as possible and practical, children should remain within their regular learning environment for instruction. Consider the following three types of instruction.

- **Embedded instruction.** Children's needs are often best addressed through the typical activities and routines that take place in the natural learning environment, whether it be the home, classroom, daycare or playschool. Embedded instruction should be the first option considered.
- **Embedded instruction with minor changes.** If the child's needs cannot be addressed within existing routines and activities, consider adapting or adding new materials, components or supports. For example, change lyrics of daily songs to include communication targets, add tongs to snack centre to target a particular fine motor skill or use a "secret word" that includes a targeted speech sound to request an activity.
- **Individual instruction.** If goals and objectives cannot be addressed within the regular routine and environment, even with appropriate adaptations, then individual instruction may be necessary. In this case, every effort should be made to ensure that the instruction takes place in the most natural learning environment possible, such as at a table in the classroom.



## Research-based Reasons Why Instruction and Therapies Should be Integrated

- Children learn the skills they need in the places they will use them.
- Children have increased opportunities for practice.
- Children don't miss out on classroom activities or instruction by being pulled out for therapy or instruction.
- Integration facilitates the full inclusion of children in preschool environments, and does not single a child out.
- Specialists can model what they do to help children increase their independence and skill level, so the classroom teacher can work on these specific skills when specialists leave.
- Specialists can see whether or not the strategies they have developed for use in the classroom are feasible, and whether they are working efficiently for the child.
- Additional staff are not required for implementation, as individual instruction should not interfere with the flow of classroom instruction.
- Teachers and specialists focus on objectives and skills that are immediately useful for a child, and which promote participation and competence throughout the child's day.
- Skills can be assessed authentically, when and where they are used in the real world.
- Teachers and specialists can work together more often to address problems as they arise.
- Teachers and specialists can provide interventions when and where they are needed.
- Strategies can be used across a variety of settings (home, school, daycare), and are compatible with a wide range of goals, objectives, activities and routines that promote skill acquisition and generalization.
- Teachers and specialists don't require a special time set aside to work on IPP objectives. This flexibility allows them to choose times and opportunities optimal for learning such as when the child is interested, motivated and ready to learn.
- Teachers may find it to be a more efficient and effective way to address a number of individual IPP goals, particularly when several children in one ECS classroom have IPPs.

## Integrating instruction

When instruction is integrated effectively, the teacher should be able to address goals and objectives without disrupting the regular routines of the ECS program. In fact, integrating instruction can allow teachers to better balance a number of educational priorities and objectives simultaneously. Consider the following guidelines when planning for integrated, activity-based instruction.

- Ensure that IPP goals and objectives are functional and tied to daily routines. This allows a wider range of activities to be used to teach specific skills.
- Make use of existing routines and activities. For example, rather than pulling a child out of class to work on a physiotherapy goal such as “ascending and descending stairs,” the teacher and specialist could address this goal within the context of existing routines, such as walking down the stairs to the bus and up the stairs leading to the school.
- Adjust classroom routines and activities to ensure that goals are targeted frequently throughout the course of the day. For example, to increase the number of times a student practises ascending and descending stairs, the teacher could place a step stool, riser or small set of stairs in front of the art supplies cupboard or beside calendar numbers that are located out of reach. Similarly, counting skills could be addressed during snack time by having the child count the number of crackers or juice cups needed for the class.

## Planning for integrated instruction

Integrating specific instructional strategies into existing classroom routines may be challenging to plan and coordinate initially. The learning team may find it useful to use a planning tool such as an instructional matrix to ensure that opportunities for instruction are identified. An instructional matrix is a method of synthesizing the information needed to integrate IPP instruction and strategies into the daily classroom schedule. Matrices are a visual reminder to staff of the opportunities for targeting skills throughout the day. It is a planning strategy that encourages integrating the curriculum of the ECS program with the individual goals and objectives of children with IPPs.

You can use the following steps for creating and using an instructional matrix.

1. Identify appropriate activities and routines to teach the goals and objectives from the IPP. Consider:
  - ongoing daily routines (e.g., transitions, circle time)
  - child-selected or child-initiated activities (e.g., centres, free play)
  - planned activities (e.g., activities designed to target specific skills such as art activities).
2. Plan relevant strategies and instruction to provide opportunities to practise targeted skills within activities and routines. Document this information on an instructional matrix.

3. Set up the environment for success by adapting existing routines and materials, or by modifying or adding components to activities, as necessary.
4. Implement instructional strategies identified on the instructional matrix throughout daily routines.
5. Develop and carry out a monitoring plan.

The following sample charts show how the goals and objectives for two children are integrated across daily activities and routines including arrival, centre time, breakfast, storytime, and music and movement activities.

### Sample of Instructional Matrices<sup>2</sup>

Child	Targeted Behaviours in Goals and Objectives	Daily Program Activities and Routines				
		Arrival	Centre Choices	Breakfast	Stories/ Books	Music and Movement
Trevor	Manipulates two small objects	<ul style="list-style-type: none"> <li>Unbuttons coat</li> </ul>	<ul style="list-style-type: none"> <li>Puts caps on markers</li> </ul>	<ul style="list-style-type: none"> <li>Takes off and puts lids on plastic food containers</li> </ul>		
	Walks up and down stairs	<ul style="list-style-type: none"> <li>Walks down bus steps</li> <li>Walks up classroom steps</li> </ul>	<ul style="list-style-type: none"> <li>Walks up and down indoor climbing structure</li> </ul>	<ul style="list-style-type: none"> <li>Walks up and down steps at sink to wash hands</li> </ul>		
	Uses problem-solving strategies		<ul style="list-style-type: none"> <li>Identifies solution to peer's problem</li> </ul>		<ul style="list-style-type: none"> <li>Responds to adult's questions about problems in stories</li> </ul>	<ul style="list-style-type: none"> <li>Participates in Hoots and Snickers game</li> <li>Plays musical chairs</li> </ul>

2. Adapted from Diane Bricker with Kristie Pretti-Frontczak and Natalya McComas, *An Activity-Based Approach to Early Intervention* (Second Edition) (Baltimore, MD: Paul H. Brookes Publishing Co., 1998), pp. 96–97, Figure 6.3. Adapted by permission of Paul H. Brookes Publishing Co.



Child	Targeted Behaviours in Goals and Objectives	Daily Program Activities and Routines				
		Arrival	Centre Choices	Breakfast	Stories/ Books	Music and Movement
Kylie	Sits balanced without support	<ul style="list-style-type: none"> <li>Sits in seat on bus</li> </ul>		<ul style="list-style-type: none"> <li>Sits in chair at table</li> </ul>	<ul style="list-style-type: none"> <li>Sits on beanbag chair in book corner</li> </ul>	<ul style="list-style-type: none"> <li>Sits on carpet square during circle</li> </ul>
	Uses toilet	<ul style="list-style-type: none"> <li>Goes to bathroom with adult</li> </ul>				
	Plays near other peers	<ul style="list-style-type: none"> <li>Sits next to peer on bus</li> </ul>	<ul style="list-style-type: none"> <li>Selects centre with other peers</li> </ul>	<ul style="list-style-type: none"> <li>Sits near peer at table</li> </ul>		<ul style="list-style-type: none"> <li>Sits near peers at circle</li> <li>Participates in musical games such as London Bridge</li> </ul>

## Appendices

See Appendix 10-E for a template of an instructional matrix.

### Coordinated educational services

In ECS programs for children with special education needs, services are provided under the direction of the certificated teacher, but may be implemented by a number of persons including teacher assistants, specialists and parents. Therefore, the coordination of educational services is crucial. School authorities have the primary responsibility for:

- ensuring coordinated service delivery is provided under the direction of certificated teachers
- ensuring the ideas, recommendations and suggestions of parents, specialists and service providers are considered in the development of IPPs
- identifying the type, frequency and format (where and when) of services to be provided on IPPs
- requesting services are delivered in the most natural setting possible
- ensuring that services directly support the goals and objectives in the IPP.

### Consultation and direct instruction

There are many ways that specialists support children's areas of need in the classroom. These activities typically fall into two general categories: consultation and direct instruction. In a consultation approach, the specialist's role is to provide advice and to ensure that interventions are adequate to meet the needs of the child. The teacher and specialist work collaboratively to develop instructional strategies and alter the school environment to enable the child to better succeed. In contrast, direct instruction involves working directly with the child, either during typical classroom routines, during group activities within classroom routines, one-

on-one in the classroom, or in a small group or individual pull-out outside of the classroom. Often a combination of consultation and direct instruction may be needed to effectively address the individual needs of a child.

## 5. Reviewing, revising and reporting

The classroom teacher has the primary responsibility for ensuring that the child's needs are being adequately met within the learning environment, and for reviewing, revising (if necessary) and reporting on the IPP. Teachers need to meet and communicate regularly with other learning team members throughout the year, whether formally or informally. The learning team will:

- assess whether the child's goals and objectives are adequately addressed through current strategies, supports and programming
- monitor and review the continued relevance of current goals and objectives
- monitor and review the safety, suitability and usage of equipment and materials
- work together to ensure continuity of programming and use of strategies among staff members
- consult and collaborate regularly to discuss progress and identify what, if anything, could be altered to improve outcomes for the child
- discuss findings from ongoing observations and assessments, focusing on how the data relates to the child's progress toward achieving objectives and ability to function in the classroom
- monitor any changes to routines or environments, or new information gained from assessments, which may necessitate changes in goals or the way they are addressed in the school day
- provide team members and others with relevant training, guidance and feedback, as appropriate.

## Monitoring

An integrated and collaborative approach to programming has many benefits, but it can make monitoring and assessing targeted skills more challenging. Using forms is one way to help team members to more easily identify, monitor and keep data on a child's progress. Team members need to work together to develop monitoring plans that are manageable and tailored for their own purposes. A monitoring plan should consider the following.

- **Development and use of functional data collection forms**  
Forms should be tailored to suit the targeted goals and the setting where they will be used. Forms should be quick and easy for all team members to use in the course of performing their usual duties.
- **Accessibility of forms during daily activities**  
Forms should be readily accessible so that instruction can continue while data is being collected.
- **Scheduled data collection times**  
Data should be collected regularly, using identical criteria, to ensure consistency between observers.

- **Data summarization**

Data should be summarized on a regular basis to determine whether the child is progressing toward meeting criteria and achieving objectives.

- **Consistency of implementation**

Continuity of programming implementation between staff members is essential for the child to be successful. Frequent informal communication between team members promotes consistency and a group awareness of any changes affecting programming implementation.

One example of a form that could be used for monitoring is the Activity and Routines-based Observational Assessment form described on page 8. In this case, the form could be adapted to provide a systematic approach to anecdotal recording tied to specific IPP goals or objectives. A teacher, specialist and/or teacher assistant could target one child to observe at periodic intervals (e.g., once every two weeks). A group monitoring chart is another strategy that could be used. Consider the following completed sample chart. This chart describes the action to be monitored, indicates level of assistance (graduated manual assistance, model, verbal assistance, independent), the number of times that indicates success (e.g., three out of three attempts), and a checkbox for recording whether or not the skill was observed.

It is important to choose data collection strategies that will provide meaningful data, and are manageable and can be consistently applied in the context of a busy classroom.



Sample Group Monitoring Chart<sup>3</sup>

Child	Fine Motor	Gross Motor	Cognitive	Expressive Language	Receptive Language	Personal/Social	Self-help
Jackie	Puts small objects in I 3/3 ✓	Squats with support GMA 3/3 ✓	Sorts objects into same/different M 3/3 ✓	Uses action words M 3/3 ✓	Shows red/green I 3/3 ✓	Gives object to friend when requested GMA 3/3 1	Washes hands VA 3/3 ✓
Li	Completes four-piece puzzles I 3/3 ✓	Three steps, same foot placement I 3/3 ✓	Imitates the function of new objects/toys I 3/3 ✓	Names objects/actions M 3/3 ✓	Shows category (animal, family) M 4/5 ✓	Plays with friend, three minutes I 1/1 ✓	Scoops food with spoon I 1/1 ✓
Sarrie	Matches circle/round I 3/3 2	Walks 0.5 m on tiptoes, carrying object M 3/3 ✓	Makes forms with playdough M 1/1 ✓	Describes object/action and quality M 3/3 1	Follows command using one object and location VA 3/3 1	Takes two turns with friend VA 2/2 1	Uses fasteners, zippers, snaps VA 3/3 ✓
Maddy	Sorts by shape (circle) VA 3/3 ✓	Hops in place (three hops) M 3/3 ✓	Names objects removed GMA 5/5 1	Describes actions of others, -ing verb M 3/3 1	Shows tall/short M 3/3 2	Attempts pretend play with friend, two minutes I 1/1 0	Drinks with one hand, some spilling I 1/1 ✓
Jeffrey	Cuts with scissors, two inches I 3/3 ✓	Hops with support GMA 3/3 ✓	Imitates circle, horizontal line I 3/3 ✓	Describes shape, colour of objects M 3/3 ✓	Shows objects by usage VA 3/3 ✓	Cooperative play, five minutes I 1/1 ✓	Prepares snack with little guidance VA 1/1 ✓

GMA: Graduated manual assistance—some level of physical assistance provided, but will be systematically faded as the child gains independence.

M: Model—an adult will demonstrate how to perform the task or skill.

VA: Verbal assistance—adult provides verbal assistance or direction to help a child perform a task or skill.

I: Independent—the child will complete the task without the assistance of an adult, where he or she previously required more support.

3. Adapted from “Monitoring Child Progress in Early Childhood Special Education Settings” by Sharon A. Raver, *Teaching Exceptional Children*, 36, 6, 2004, p. 54, Figure 1. Copyright 2004 by The Council for Exceptional Children. Adapted with permission.

See Appendix 10-F for a template of a sample form for group monitoring.

### Revising

IPPs are evolving documents that grow and change with the needs of the child, therefore, a component of the reviewing and monitoring process may include the *revision* of goals and objectives. Goals and objectives may be:

- increased—to ensure that the child continues to make gains
- decreased—if conditions have changed and the goal no longer represents a reasonable expectation
- altered/replaced—if the goal or objective has been accomplished or is no longer relevant to the child's needs.

To ensure optimal learning and the best use of resources, programming interventions may also require revision. Strategies and activities that target objectives require ongoing monitoring and should be adjusted *as the need arises*, not only during regularly scheduled reporting periods.

Equipment must also be monitored on an ongoing basis and modified as needed. Consider questions such as the following.

- Has the child physically outgrown the equipment?
- Are the child and staff member using it appropriately and safely?
- Is equipment maintained in good working condition?
- Does the equipment still serve the use for which it was intended?
- Does it still meet the child's needs?
- Do new routines and activities require modified or additional equipment?

### Reporting

In addition to ongoing informal communication between team members, teachers will need to formally report on the child's progress on IPP goals and objectives at regularly scheduled reporting periods (usually three times a year). At this time, comments, findings and recommendations are written to reflect the child's functional use of targeted skills, and are reviewed and discussed with the parents and other learning team members in clear language. During the reporting period, the teacher will also add documentation to the IPP regarding the type, frequency and format of services provided, and the child's current level of development and achievement relative to his or her goals and objectives.

## 6. Planning for transition

Effective planning for transition can help ease the difficulties of transitions from one program, classroom or setting by supporting parents and children through the various stages of this process. Typically, an ECS transition plan is designed to assist the family and child in anticipating and preparing for changes related to his or her next placement. However, there are a number of potential transitions that should be considered, such as moving to longer instructional days, changing staff or changing transportation routines. Like the IPP in general, transition plans should be developed collaboratively at

the beginning of the school year to ensure that transition-related decisions best meet the child's needs, and reflect the priorities and beliefs of the family.

Planning for transition begins in September and should be done annually. Each year might target different types of transitions that are anticipated and some transitions, such as moving schools or into a Grade 1 program, may require more comprehensive and detailed planning.

## Appendices

*See Appendix 10-G for a sample checklist for ECS planning for transition.*

## Sample IPPs

This chapter ends with four completed samples of IPPs that illustrate how essential information might be recorded on an IPP document for a child receiving special education programming in an early childhood setting.

### Profiles for sample early childhood IPPs

#### Sample 1

**Ani** is a five-year-old boy with a mild developmental delay and moderate language delays. He attends a regular-stream afternoon kindergarten classroom with same-age peers in his rural neighbourhood school.

All individualized instruction takes place within regular classroom routines and activities. Some teacher assistant support is available in the classroom.

His areas of particular need are in the areas of communication, social and play skills, and transitions.

#### Sample 2

**Caitlin** is an active four-year-old girl with severe behavioural needs, and moderate expressive and receptive language delays. She is fully integrated with typically developing same-age peers three mornings per week in a community playschool.

The hamlet's remote location makes access to specialized professionals difficult. Caitlin's IPP is coordinated by the Kindergarten teacher at a neighbouring elementary school, who also supervises and supports the playschool teacher in administering and evaluating Caitlin's IPP goals and progress. There is little teacher assistant time, with the majority of assistance received coming from a rotating schedule of parent volunteers. Caitlin's primary needs include behavioural and coping strategies, social interaction skills, and language skills.

#### Sample 3

**Karen** turns five in two months and has just entered Kindergarten. She was diagnosed with autism spectrum disorder and moderate intellectual delays when she was four years old.



Since the age of four, she has daily tantrums that include screaming, kicking and throwing herself on the floor. Karen often becomes agitated when the environment becomes busy or noisy. Interestingly, the noises of bouncing balls and running feet in the gym do not bother her. Although she has tantrums when she is over-stimulated or when she does not get what she wants, she is easily redirected or calmed in a quieter area of the classroom. Both family and playschool staff use stroking her head gently to calm her. She appears to have a diminished response to pain. For example, when she fell and bruised her knee, she did not react.

Karen enjoys manipulating sensory play objects, such as water and beads, but she does not play functionally with toys unless directed by adults although she spontaneously talks on a toy telephone.

Karen's attention span varies, but it is especially short for activities with a social component, such as circle time or group stories. She is currently communicating through echolalia, gestures and limited functional speech, e.g., "No," "I need help" and "Get the other one." Karen's parents are particularly interested in the development of her expressive and receptive communication skills.

Karen requires verbal prompts to use the toilet, assistance pulling up her pants and prompts to wash her hands after toileting. Karen sometimes runs off, so parents and school staff must be vigilant about closing doors and ensure that Karen is supervised closely on the playground.

#### Sample 4

**Trey** is a four-year-old with cerebral palsy involving both legs and his right hand, a global developmental delay and a mild hearing loss in both ears.

Trey is attending preschool in an early childhood setting where there are eight children with identified special education needs and eight typically developing preschoolers.

Trey has limited ability to communicate with teachers and peers. He can point with his left hand, can vocalize to get attention and to protest, and is beginning to make some word approximations. Trey is very expressive with his face and body, and can demonstrate clearly when he is enjoying an activity. His mom reports that she can usually tell what Trey wants by reading his body language and interpreting his vocalizations. The family has made a communication book which tells people how Trey communicates, but staff and other children in the class still find it difficult to clearly read Trey's communicative behaviours.

An activity-based assessment from September indicates that he is not able to participate effectively in circle time or to communicate effectively with peers during free play. Trey is making some choices by pointing to objects or areas of the room that he wishes to go to. Staff are encouraging him to use the sign "want" as a request and to vocalize to indicate the choice. He often has choices made for him and his peers seldom understand his attempts to communicate.

It is difficult to determine what Trey's receptive language skills are. He can answer yes/no questions by demonstrating acceptance or refusal, but these responses are not always clear and limit his participation in circle and story time activities.

Trey's learning team is considering what types of assistive technology strategies, devices and supports might help him be a more effective communicator in his preschool environment.

## Sample 1 - Ani

**Individualized Program Plan**

Any School Jurisdiction

**Child Information****Child:** Ani P.**Age as of Sept. 1/0X:** 5 yrs., 7 mos.**Date of Birth:** January 9, 200X**Date I.P.P. Created:** September 28, 200X**Parents:** Noori and Jay P.**Eligibility Code:** 30**Year of E.C.S.:** 2nd

(mild/moderate disability/delay)

**Background information: Programming context****School/Program:** Kindergarten Class - Any Elementary, Anyville, AB

Ani is attending the afternoon Kindergarten in his neighbourhood school. There are 18 children; three children are learning English as a second language. No other children in the class are currently identified as having special education needs.

**I.P.P. Coordinator and Classroom Teacher:** Ms. Joy Teacher**Additional IPP Team Members:**

Pearl Speech (Speech-language pathologist)

**Number of hours of centre-based programming** 475 hours**Number of sessions of family-oriented ECS programming** 6 sessions  
(total 9 hours)**Background Information: Parental input and involvement**

*September 14/200X:* Mrs. P. identified the family's primary areas of concern as Ani's communication skills, his ability to socialize and play with same-age peers, and his dressing skills. Team committed to maintaining a daily communication book which Ani will transport between home and school.

*February 22/200X:* Mr. and Mrs. P. reviewed goals and progress. They are pleased that Ani seems to be making friends at school.

*June 22/200X:* Year-end meeting with Mrs. P. by telephone. She supports Ani's next year placement in Grade 1 at Any Elementary. Ani will be participating in summer daycamp through the aftercare program at the school. The family feels this will help him build his social skills and strengthen the friendships he made in school this year.



## Sample 1 - Ani (continued) page 2/7

**Strengths**

- enjoys school, is motivated to learn and usually willing to do his best work
- eager to please, and follows parent and teacher requests when he understands what is being asked of him
- fine and gross motor skills are areas of relative strength for him
- responds well to praise and structure both at home and at school
- sometimes watches others as social models when he is unsure of what to do next
- is beginning to show interest in social interaction with other children
- has a particular interest in transportation toys (e.g., cars, planes, trains)

**Areas for Growth**

- independence with following classroom routines
- independent dressing skills (e.g., outerwear for recess and home time)
- sustained attention to instruction and tasks
- increased communication skills, particularly expressive language skills (e.g., asking and answering questions)
- increased frequency of communication (e.g., initiations with peers and adults)
- increased socialization and play skills (e.g., initiating, trading, sharing, turn taking)

**Medical Conditions that Impact Schooling**

- mild asthma - Zedotin medication taken at home each morning; inhaler available at school (administered on an as-needed basis)

**Assessment Data (Specialized Assessment Results)**

Date and Specialist	Test	Results
March 29, 200X Dr. M. Anyman, Psychologist Anyclinic	Vineland Adaptive Behaviour Scales-Interview Edition	<ul style="list-style-type: none"> <li>– mild cognitive delay with communication disorder</li> <li>– mild adaptive behaviour delay (2%ile)</li> </ul>
April 7, 200X Pearl Speech, Speech-language Pathologist	Preschool Language Assessment Instrument (PLAI)	<ul style="list-style-type: none"> <li>– moderate/severe language delay, 2%ile (PLAI, CELF-P)</li> <li>– communication delay, 6%ile</li> </ul>
April 15, 200X Tam Job, Occupational Therapist Sharon Physio, Physical Therapist	Peabody Developmental Motor Scales, 2 <sup>nd</sup> Ed. (PDMS-2)	<ul style="list-style-type: none"> <li>– low average fine motor (20%ile) and gross motor skills (24%ile)</li> </ul>

## Sample 1 - Ani (continued) page 3/7

Current Level of Performance and Achievement
September 200X
<p>Carolina Curriculum for Preschoolers with Special Needs - 2<sup>nd</sup> Ed. (CCPSN-2)</p> <p>Social-emotional: Current level of functioning approximately at the 3.5-year-old level</p> <p>Self-help: Current level of functioning approximately at the 3.0-year-old level</p> <p><b>Teacher observation</b> Activity-based assessment conducted by teacher indicates that Ani relies on his mother to take off his jacket and guide him to circle at the beginning of class. Throughout the day he needs constant adult prompting to follow classroom transition routines. Ani prefers to play by himself and seldom initiates communication or play with peers.</p>
Coordinated Support Services
<p>Speech-language consultation, including collaborative problem solving, monitoring and recommendations provided to the classroom teacher during four visits per year, Any Outreach Services</p>
Instructional Accommodations and Strategies
<p>General programming accommodations and strategies include:</p> <ul style="list-style-type: none"> <li>– implementation of speech-language recommendations integrated into classroom plans and activities</li> <li>– use of instructional matrix for integrated instruction</li> <li>– preferential seating</li> <li>– increased wait time when asking/answering questions</li> <li>– additional time and support to complete tasks, as required</li> <li>– graduated use of gestural, visual, verbal and manual (physical) supports and prompts, as required</li> <li>– use preferred activities and items to create natural opportunities for communication and socialization</li> </ul>

## Sample 1 - Ani (continued) page 4/7

**Goal #1**

**Long-term Goal:** By June 25, Ani will ask and answer simple questions of others throughout the school day.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Ani will correctly <i>answer</i> simple “who” and “what” questions posed to him, at least twice a day for 2 weeks.	Teacher records the accuracy and frequency of answers, throughout the day	November 22 <i>Achieved.</i> Ani can generally answer simple who/what questions posed to the group.
2. By March 30, Ani will <i>ask</i> permission using simple yes/no questions (e.g., “Can I __?”) with visual and verbal cueing as needed, at least once a day for 2 weeks.	Teacher records the use and frequency of questioning during centre times	February 22 <i>Achieved.</i> Ani is able to ask permission using scripts with prompting.
3. By June 30, Ani will <i>ask</i> simple “wh” questions using “who” or “what” (e.g., “What he doing?”), with modelling and verbal cueing as needed, once a day for 2 weeks.	Teacher records the use and frequency of questioning during centre times	June 22 <i>Progressing.</i> Ani typically omits the question word when asking questions (e.g., “You going?” vs. “Where you going?”). He is still relying heavily on adult cueing and prompts to initiate asking a question.

**Accommodations and instructional strategies to support these objectives**

- Look for opportunities throughout the day to ask Ani “who” and “what” and “where” questions during story time, and show-and-share time.
- Use visual cues to support verbal questioning (e.g., Boardmaker® symbols “who,” “what” and/or ASL signs).
- Ask Ani direct questions during the “Who came to school today?” song in circle time, and include the phrase “Where are we going?” in transition songs and encourage children to answer in chorus.
- If Ani participates in activities or takes items without permission, intervene by using cues to encourage questioning to ask for permission, e.g., quizzical body language and facial expressions to indicate “what?”, followed by a verbal prompt “What do you need to ask?”.



## Sample 1 - Ani (continued) page 5/7

**Goal #2**

**Long-term Goal:** By June 25, Ani will increase his social interactions with peers to at least three times a day on arrival and during play time.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Ani will verbally greet at least one peer upon arrival OR say goodbye upon departure, with adult and peer modelling and cueing, at least once for 8 of 10 consecutive school days.	Teacher records the frequency of child initiations during classroom routines	November 22 <i>Achieved.</i> Ani enjoys social interaction and attention, and is motivated to approach peers.
2. By March 30, Ani will successfully ask peers if he can join <i>them</i> in play, at least once a day, 4/5 days for 2 weeks, with verbal prompting, and adult and peer modelling.	Teacher records the frequency of child initiations during play activities	February 22 <i>Progressing.</i> Ani continues to have difficulty with knowing what to say when he wants to join others in play. Teach the script, "Can I play with you?" next term.
3. By June 30, Ani will successfully ask a peer to join <i>him</i> in play, at least once a day, 3/5 days for 2 weeks, with verbal prompting, and adult and peer modelling.	Teacher records the frequency of child initiations during play activities	June 22 <i>Achieved.</i> Ani enjoys the social aspect of asking others to join him in play.

**Accommodations and instructional strategies to support these objectives**

- Model saying "Hi"/"Bye" and waving upon arrival and at home time, especially to Ani.
- Alter circle stories and transition songs to include student participation of "Hi"/"Bye" and waving.
- Encourage Ani to greet and say goodbye to his bus driver, staff in the hallway, classroom visitors.
- Provide modelling by asking Ani to join you in play during free play, gym, recess and centre activities.
- Use toys such as cars to entice him to join others in play.
- Cue Ani by suggesting he ask a peer to join him in play.

## Sample 1 - Ani (continued) page 6/7

**Goal #3**

**Long-term Goal:** By June 25, Ani will demonstrate greater independence during classroom transitions.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Ani will independently follow recess routines (e.g., line up to go out, come in with the bell), with only visual or verbal prompts, 7/10 days over 2 weeks.	Teacher records observations of his level of independence in particular tasks during transitions	November 22 <i>Achieved.</i> Ani often watches his peers to see what they are doing when he is unsure of what to do. He is also motivated by his sticker chart.
2. By March 30, Ani will take his outerwear off upon arrival and after recess, without manual/physical assistance, 8/10 times over 5 days.	Teacher records observations of his level of independence in undressing upon arrival and after recess	February 22 <i>Achieved.</i> Ani benefits from the use of visuals and verbal prompts to maintain his attention until task completion. Will decrease verbal prompts over the next few months.
3. By June 22, Ani will put on his outerwear before recess and at home time (except for fasteners), with assistance in positioning his coat and verbal or visual cues, 8/10 times over 5 days.	Teacher records observations of his level of independence in dressing at recess and home time	June 22 <i>Progressing.</i> Ani continues to have difficulty putting on his jacket. He would likely benefit from the added practice of working on independent dressing skills at home and at daycare.

**Accommodations and instructional strategies to support these objectives**

- Point to his daily visual schedule to indicate “What is next.”
- Direct Ani to look at what his peers are doing and encourage him to follow suit with verbal prompts, such as, “Look. What are your friends doing?”
- Use a sticker reinforcement system and praise for coming in from recess “by himself.”
- Use verbal redirection, removal of potential distracters and praise for persevering with tasks.
- Point out his visual dressing sequence to maintain his attention and to ensure he dresses in the correct order (e.g., snow pants before boots).
- Add “dress up” clothing to centres (house, space ship, etc.) for added practice dressing and undressing.

## Sample 1 - Ani (continued) page 7/7

**Planning for Transition**

- Work toward independence in self-help skills and in following classroom routines
- Develop school-readiness skills (raise hand, line up at the door, dressing skills)
- Schedule psychological and speech-language reassessment to determine range of appropriate Year One placement options for the fall
- Explore Year One options which would meet Ani's needs
- Parent visitation of potential Year One programs and selection of an appropriate placement
- Receiving teacher visitation to current classroom and/or meeting with current teacher in June, to discuss student's needs, and effective instructional strategies and supports
- Pass on year-end assessment reports to receiving school
- Arrange transportation for the fall

**Year-end Summary**

Ani benefits from the use of verbal and visual prompts such as visual daily schedule, sequencing charts and gestures. He also learns tasks and routines more quickly when modelled by staff and his peers. He responds well to verbal encouragement, praise and tangible reinforcers such as stickers.

**Additional Information**

- Ani received ECS programming through the community program during the 200X/200X school year in his community playschool (Any Playschool).
- He currently attends Any Daycare in the mornings and after school; contact person: Mr. Day.

**Signatures**

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_  
Parents

\_\_\_\_\_  
Date

\_\_\_\_\_  
IPP Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher (if different from IPP Coordinator)

\_\_\_\_\_  
Date

\_\_\_\_\_  
School or Program Administrator

\_\_\_\_\_  
Date



## Sample 2 - Caitlin

Individualized Program Plan Any School Jurisdiction	
<b>Child Information</b>	
<b>Child:</b> Caitlin S.	<b>Age as of Sept. 1/0X:</b> 4 yrs., 9 mos.
<b>Date of Birth:</b> November 9, 200X	<b>Date I.P.P. Created:</b> October 3, 200X
<b>Parents:</b> Kimberly and James S.	<b>Eligibility Code:</b> 42
<b>Year of E.C.S.:</b> 2 <sup>nd</sup>	(severe emotional/behavioural disability)
<b>Background information: Programming context</b>	
<p><b>School/Program:</b> Any Community Playschool, Anyville, AB</p> <p><b>I.P.P. Coordinator:</b> Ms. Bev Kinder (Kindergarten teacher at Any School)</p> <p><b>Additional IPP Team Members:</b> Ms. Erin Play (Playschool teacher)</p> <p>Sharon Speech (Speech-language pathologist)</p> <p>Donna Behave (Behavioural/educational consultant)</p> <p>This community playschool offers programming three mornings per week. There are ten children in the program, ranging in age from three-and-a-half to five. There are two children identified as having special education needs. The program is staffed by one playschool teacher. There are usually two parent volunteers each week. Ms. Kinder, the Kindergarten teacher at Any Elementary, is coordinating Caitlin's IPP and she meets with the playschool teacher monthly.</p> <p><b>Number of hours of centre-based programming</b> 325 hours</p> <p><b>Number of sessions of family-oriented ECS programming</b> 4 sessions (total 6 hours)</p>	
<b>Background Information: Parental input and involvement</b>	
<p><i>September 22/0X:</i> Telephone conference with Ms. S. The Shorts' main areas of concern for Caitlin include her level of frustration and acting out behaviours, her ability to get along and play appropriately with her peers, appropriate social skills, and her ability to communicate effectively. Ms. Play agreed to make time to chat informally with Mr. and Mrs. S. once a week at pick-up times re: new skills and instructional strategies to support skill generalization between home and playschool.</p> <p><i>March 22/0X:</i> Parents unavailable for conference. Updated IPP progress report mailed to parents.</p> <p><i>June 21/0X:</i> Parents report they are pleased with Caitlin's improved social skills and also note she is interacting more positively with her younger brother at home. Parents will be using social stories and other positive behaviour strategies throughout the summer. They will meet with the new Kindergarten teacher and bring Caitlin's "All About Me" book in late August.</p>	

## Sample 2 - Caitlin (continued) page 2/7

Strengths		
<ul style="list-style-type: none"> <li>strong self-help skills (e.g., dressing, utensil use, toilet trained, hand washing)</li> <li>good understanding of basic preschool concepts (e.g., colours, numbers, shapes)</li> <li>good at imitating and repeating verbal models</li> <li>likes to be independent</li> <li>enjoys playing with dolls (e.g., Barbies) and playing house</li> </ul>		
Areas for Growth		
<ul style="list-style-type: none"> <li>expressive and receptive communication skills</li> <li>the ability to follow the schedule of others</li> <li>independence in transitioning from one activity to another</li> <li>the development of appropriate coping behaviours to better handle feelings of frustration</li> <li>appropriate play and social skills (e.g., play cooperatively with peers, turn taking, sharing)</li> <li>sustained attention to instruction and tasks</li> <li>fine motor skills</li> </ul>		
Medical Conditions that Impact Schooling		
<ul style="list-style-type: none"> <li>Ritalin-SR 20 mg. Taken at home each morning (for AD/HD)</li> <li>Neuleptil 10 mg. Taken at home at bedtime (for sleep difficulties)</li> </ul>		
Assessment Data (Specialized Assessment Results)		
Date and Specialist	Test	Results
April 28, 200X Dr. L. Grow, Development Pediatrician Any Clinic	Neuropsychological assessment	<ul style="list-style-type: none"> <li>severe obsessive compulsive disorder</li> <li>attention-deficit/hyperactivity disorder</li> </ul>
April 28, 200X Dr. Jan Biggar, Psychologist Any Clinic	WPPSI-III	<ul style="list-style-type: none"> <li>low average cognitive ability</li> <li>broad independence in age-appropriate range</li> <li>very serious level of maladaptive behaviours</li> </ul>
April 29, 200X Pearl Moves, Occupational Therapist Any Clinic	Beery-Buktenica Development Test of Visual-Motor Integration (VMI)	below average fine motor skills (standard score 81)
April 29, 200X John Talk, Speech and Language Therapist Any Clinic	Preschool Language Scale-IV (PLS-IV), Language Sample	moderate expressive and receptive language delay, 5%ile

## Sample 2 - Caitlin (continued) page 3/7

**Current Level of Performance and Achievement****September 200X**

Activity-based observation by teacher indicates Caitlin struggles with transitions and following classroom routines. During free play she often is frustrated with other classmates and responds with negative behaviours such as screaming, grabbing toys or hitting.

*Social skills:* plays parallel and occasionally associatively, adept at constructive and dramatic play, but has difficulty playing games with rules, does not yet understand the need to share or take turns.

*Self-help skills:* dresses/undresses self (except for fasteners), toilet trained, does not yet pick up toys after play

*Preschool concepts:* knows 4/8 colours, rote counts to 10, counts 5 objects, draws circle, imitates a square

**Coordinated Support Services**

- ongoing feedback and supervision of playschool teacher Erin Play by Bev Kinder, supervising Kindergarten teacher, Any School
- educational and behavioural collaborative problem solving and consultation, on an ongoing and as-needed basis
- speech-language (Sharon Speech) and educational/behavioural (Donna Behave) consultation, spring of 200X

**Instructional Accommodations and Strategies**

- positive reinforcement behaviour system (e.g., sticker chart)
- implementation of educational and behaviour and speech recommendations within playschool routines and activities
- provide Caitlin with verbal and graphic prompts of what will be happening next in advance of activity changes
- use social stories to help Caitlin understand and predict classroom routines and experiences
- additional supervision during recess, field trips and other less-structured activities
- additional time and assistance to complete fine motor tasks, as required
- use of quiet time away from activities to help manage level of frustration



## Sample 2 - Caitlin (continued) page 4/7

**Goal #1**

**Long-term Goal:** By June 15, Caitlin will increase use of appropriate verbal communication to indicate when she is upset, frightened or frustrated.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, when asked, Caitlin will tell a teacher she is feeling stressed, instead of acting out.	Teacher records number of times Caitlin is able to verbally express that she is stressed	November 15 <i>Progressing.</i> Caitlin needs reminders to use her words to explain to teachers when she is feeling stressed.
2. By March 30, Caitlin will use words to show she is upset, rather than physically acting out.	Teacher records frequency of physically acting-out incidents and notes decrease	March 22 <i>Progressing.</i> Caitlin is using her words to express her frustration more often. She has reduced acting-out incidents to less than 2 per week.
3. By June 30, Caitlin will verbally express to peers that she does not want to do something or doesn't like their behaviour at least three times a week.	Teacher records the frequency of appropriate interactions with peers over sample time period	June 30 <i>Progressing.</i> Caitlin has reduced her negative interactions with peers by about 50%.

**Accommodations and instructional strategies to support these objectives**

- Encourage Caitlin to “use her words” when experiencing negative feelings. Monitor Caitlin’s behaviour and encourage her to tell how she is feeling during times of stress. Use open-ended questions to encourage her to expand her use of language.
- Create opportunities for Caitlin to deliver simple messages to peers within the context of classroom activities (e.g., “It’s your turn at the water table.”).
- Monitor interactions between Caitlin and peers, and encourage Caitlin to “use her words” to tell friends if she doesn’t like something.
- Post and cue Caitlin to attend to social stories re: appropriate interactions with peers.

## Sample 2 - Caitlin (continued) page 5/7

**Goal #2**

**Long-term Goal:** By June 15, Caitlin will demonstrate increased coping skills for transitioning between activities, accepting nonpreferred activities and taking turns.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Caitlin will make transitions between classroom activities (e.g., stop activity, clean up, then move on), without incident or need for physical assistance, at least three times a day for two weeks.	Teacher/teacher assistant records frequency of independent transitions on her daily behaviour charts	November 29 <i>Achieved.</i> She has made excellent progress in this area and we will aim for independent transitions at least six times a day during the next term.
2. By March 30, Caitlin will accept a nonpreferred item or classroom activity without incident or need for physical assistance, at least three times a week for three weeks.	Teacher/teacher assistant records observations on accepting nonpreferred items and activities throughout the day	March 22 <i>Progressing.</i> Caitlin continues to have difficulty following the agenda of others and accepting nonpreferred items or activities. Current success rate averages twice a week.
3. By June 30, Caitlin will wait quietly for one other peer to have his or her turn before receiving her turn, 6/10 times over a period of two weeks.	Teacher/teacher assistant records frequency of waiting for a turn during selected centre time	June 1 <i>Achieved.</i> She is beginning to understand the need to wait her turn.

**Accommodations and instructional strategies to support these objectives**

- When Caitlin is showing signs of becoming overwhelmed or frustrated, cue her to ask for help by pointing to help card.
- Provide one-minute warnings before transitions.
- Reference her daily visual schedule to ensure she understands which activity is next.
- Provide verbal prompts to stop and clean up, and allow Caitlin to ring the transition bell if she has followed the prompts.
- Draw a ☺ on her daily visual schedule each time she transitions “on her own.”
- Daily practice waiting for her turn during various classroom activities.
- Ensure that Caitlin receives the centre, food or equipment she prefers when waiting for one peer to have his or her turn before her in circle, snack and gym, with praise for waiting quietly.

## Sample 2 - Caitlin (continued) page 6/7

**Goal #3**

**Long-term Goal:** By June 30, Caitlin will increase positive interactions with peers by asking peers to join her in play, asking politely for toys and items, and giving turns and items to others.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Caitlin will select one peer to join her in play, at least once during each centre and gym period over the course of two weeks.	Teacher/teacher assistant records frequency in which she chooses a partner during centres and gym	November 29 <i>Progressing.</i> Caitlin will ask a peer to join her in centres, but has more difficulty doing this during gym activities, as she seems to have more difficulty staying focused in the gym environment.
2. By March 30, with minimal adult prompting, Caitlin will ask for a turn with an item or toy and wait for a response (rather than taking it from her peer), at least once during each free play and centre time for a period of two weeks.	Teacher/teacher assistant records observations of her ability to ask for turns during free play and centres	March 22 <i>Achieved.</i> Caitlin is motivated to ask for a turn with a toy or item, when she realizes that she will not have access to it otherwise.
3. By June 30, with adult coaching, Caitlin will give a turn to a peer with a toy or item when asked, at least three times a week for a period of two weeks.	Teacher/teacher assistant records observations of her ability to give up turns and share throughout the day	June 22 <i>Achieved.</i> Caitlin is beginning to understand that she must share items with others so that others are also willing to share with her.

**Accommodations and instructional strategies to support these objectives**

- Model the script "Come play with me," along with the physical cues of taking peer's hand and leading him or her to activity.
- Model requesting items and requesting turns.
- Ensure Caitlin only has access to play items after requesting them.
- Create opportunities for trading toys and materials during free play and other activities by signalling with a bell and cueing all children to ask their partner to trade items using the script, "May I have a turn?"
- Initially, give peers very short turns with the target toy or item, and then return the item to Caitlin. Gradually increase the length of the turn as frustration tolerance increases.



## Sample 2 - Caitlin (continued) page 7/7

**Planning for Transition**

- Schedule speech-language reassessment to assist in determining range of appropriate Kindergarten placement options for September 200X.
- Identify and develop school-readiness skills (e.g., wait for a turn, ask permission, come in from recess).
- Arrange a meeting in June 200X between the receiving Kindergarten teacher, parents and the current playschool teacher to discuss Caitlin's needs, and to plan for and arrange supports for the coming school year.
- Forward year-end assessment results and her "All About Me" package to the receiving teacher.
- Arrange for transportation to and from the new school.

**Year-end Summary****June 200X**

*Social skills:* majority of play is still parallel but can sustain partner play for 5-7 minute intervals at several play centres

*Self-help skills:* beginning to clean up after self when she sees other children doing this

*Preschool concepts:* skills on par with grade-level expectations including knowing 8/8 colours, counting 10 objects, drawing various shapes, and identifying letters and initial sounds

Caitlin's behaviour has improved with consistent and predictable classroom routines and behavioural expectations. She works for ☺ on her behaviour chart, and responds well to verbal praise and positive adult attention. Consistent behavioural expectations and strategies will be key to her success in the upcoming school year.

**Signatures**

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_  
Parents

\_\_\_\_\_  
Date

\_\_\_\_\_  
IPP Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher (if different from IPP Coordinator)

\_\_\_\_\_  
Date

\_\_\_\_\_  
School or Program Administrator

\_\_\_\_\_  
Date

## Sample 3 - Karen

**Individualized Program Plan****Any School Jurisdiction****Child Information****Child:** Karen**Age as of Sept. 1/0X:** 4 yrs., 10 mos.**Date of Birth:** December 19, 200X**Date I.P.P. Created:** October 200X**Parents:** Betty and Hugh**Eligibility Code:** 44**Year of E.C.S.:** 2<sup>nd</sup>

(severe physical or medical disability)

**Background information: Programming context****School/Program:** Any Elementary School**I.P.P. Coordinator and Classroom Teacher:** John Kinder**Additional IPP Team Members:** Jane Assist (Teacher assistant)

Karen is attending a morning Kindergarten with a class of 18 typically-developing peers. A full-time teacher assistant provides support, usually by working with small groups of two to four children. Karen is often in these small groups. She attends a daycare program in the afternoon and has a full-time assistant in that setting.

**Number of hours of centre-based programming** 500 hours**Number of sessions of family-oriented ECS programming** 8 sessions (total 16 hours)**Background Information: Parental input and involvement**

*September 15:* Parents participated in IPP development meeting. Will work on expressive and receptive language skills at home. Will share list of functional words and actions two times a month between home and school.

*November 18:* Discussed strategies for building functional vocabulary. Brainstormed ideas for calm-down strategies and will use stuffed toy.

*March 30:* Parents report Karen is beginning to use communication book at home and with extended family, including grandparents.

*June 12:* Reviewed progress on all goals and brainstormed ideas for summer activities that will continue to reinforce language skills, positive peer interactions and following simple routines.

## Sample 3 - Karen (continued) page 2/8

Strengths		
<ul style="list-style-type: none"> <li>• imitative language</li> <li>• strong gross and fine motor coordination (relative to language and social skills)</li> <li>• will attend to activities she is interested in for long periods of time</li> <li>• interest in how things work</li> <li>• imitates drawing shapes</li> </ul>		
Areas for Growth		
<ul style="list-style-type: none"> <li>• to further develop receptive language</li> <li>• to develop functional expressive language</li> <li>• to learn to anticipate routines and changes</li> <li>• to decrease tantrums, learn calming strategies</li> <li>• to increase interaction with peers</li> </ul>		
Medical Conditions that Impact Schooling		
<ul style="list-style-type: none"> <li>• Autism spectrum disorder (diagnosed at age 3 through the Any Clinic)</li> </ul>		
Assessment Data (Specialized Assessment Results)		
Date and Specialist	Test	Results
May 200X Dr. Development Any Clinic, Anytown	<ul style="list-style-type: none"> <li>• Vineland Adaptive Behaviour Scales</li> <li>• Childhood Autism Rating Scale</li> <li>• Checklist from the Carolina Curriculum for Preschoolers with Special Needs</li> </ul>	<ul style="list-style-type: none"> <li>• age-equivalent scores between 9 months (communication) and 36 months (motor skills)</li> <li>• scores fall in the severe range</li> <li>• approximate age equivalencies               <ul style="list-style-type: none"> <li>– communication: 12 months</li> <li>– social adaptation: 12 months</li> <li>– cognition: 18 months</li> <li>– gross motor: 40 months</li> <li>– fine motor: 32 months</li> </ul> </li> </ul>



## Sample 3 - Karen (continued) page 3/8

<b>Current Level of Performance and Achievement</b>
September 200X
<p><b>Preschool concepts:</b></p> <ul style="list-style-type: none"> <li>– can follow simple oral directions</li> <li>– can imitate with echolalia; some imitations are situation-appropriate</li> <li>– makes patterns by lining or stacking objects</li> <li>– uses crayons, scissors, paintbrushes and pours water</li> <li>– puts on shoes and jacket with assistance</li> </ul>
<b>Coordinated Support Services</b>
<ul style="list-style-type: none"> <li>• receives program assistant support in afternoon daycare</li> <li>• consultation with district autism specialist, 3 times a year, plus as-needed basis</li> <li>• annual consultation with district speech-language consultant</li> </ul>
<b>Instructional Accommodations and Strategies</b>
<ul style="list-style-type: none"> <li>• have a designated quiet/calm-down area in the classroom</li> <li>• use a daily log book to communicate between home and school</li> <li>• use visual supports, e.g., concrete objects, photographs, drawings, picture communication symbols, to provide support for Karen in processing oral information</li> <li>• provide a 5-minute verbal warning paired with a visual cue to assist Karen with anticipating and preparing for transitions between classroom activities</li> <li>• picture sequence or visual script of instructional routines</li> <li>• provide peers with specific instruction and ongoing coaching about how to communicate and interact with Karen</li> <li>• build personalized communication book of photos that Karen can use in variety of situations</li> </ul>

## Sample 3 – Karen (continued) page 4/8

**Goal #1**

**Long-term Goal:** By June 30, Karen will demonstrate increased understanding of language by identifying at least 50 actions and objects in the classroom, and following single step instructions using these actions and objects during familiar routines.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Karen will follow instructions related to the classroom arrival routine (e.g., take off coat, hang up coat and backpack, put on indoor shoes, go to sit in designated spot for morning circle) at least 4 days per week, with minimal prompting.	Teacher/teacher assistant observation	November 15 <i>Achieved.</i> Karen independently follows the morning arrival routine with minimal prompting.
2. By March 30, using pictures paired with verbal cues, Karen will identify at least three classroom centres on 4/5 days over 2 weeks.	Teacher/teacher assistant observation	March 15 <i>Achieved.</i> Karen accurately identifies at least six centres and their related activities.
3. By June 30, when asked, Karen will choose the correct object from a list of functional and high interest objects with 90% accuracy on 10 different trials.	Data collection checklist for both home and school	June 15 <i>Partly achieved.</i> Karen particularly enjoyed learning new words in a “Find a _____” game format. She can identify approximately 75% of the words from her list of 50 words during classroom and home activities.

**Accommodations and instructional strategies to support these objectives**

- Develop picture prompts for major classroom routines and review each day, beginning with arrival routine.
- Introduce picture prompts for at least 10 learning centres plus additional pictures of related activities for each centre.
- Verbally label functional and high interest objects throughout the day and play “Find a \_\_\_\_\_” game.

## Sample 3 - Karen (continued) page 5/8

**Goal #2**

**Long-term Goal:** By June 30, Karen will use single words to label and request preferred activities at least 3 times a day.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Karen will request an object by pointing to its photograph in her communication book and verbalizing its name on at least 5 occasions over 1 week.	Teacher/teacher assistant records each observed incident	November 15 <i>Achieved.</i> Karen is using her communication book to express wants at least three times a day.
2. By March 30, when presented with three photographs of centre-time activities, Karen will point to and name her activity of choice on 4 out of 5 centre times over 2 weeks.	Teacher/teacher assistant records each observed incident	March 15 <i>Achieved.</i> Karen can choose and name preferred activity, using photos.
3. By June 30, Karen will independently select centres using classroom's centre board.	Teacher/teacher assistant records observations during centre time	June 15 <i>Emerging.</i> When using classroom's centre board to choose activity, Karen tends to choose water centre only and needs staff prompting to vary choice.

**Accommodations and instructional strategies to support these objectives**

- Continue using personal communication book with single photos of classroom objects, routines and activities.
- Create opportunities for Karen to communicate her choice of learning centre activities each day.

## Sample 3 - Karen (continued) page 6/8

**Goal #3**

**Long-term Goal:** By June 30, Karen will increase the amount of time she spends in structured classroom group activities, e.g., circle time, music, stories, and increase her tolerance for the proximity of peers during play activities.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Karen will join her classmates at the beginning of circle and story time, and remain in the group activity without protest for the first 5 minutes on 4/5 days over a 2-week period.	Teacher and/or teacher assistant observation	November 15 <i>Achieved.</i> Karen is remaining in these activities for 5 minutes. Continue to use visual timer and activity reward to gradually increase time.
2. By March 30, Karen will remain at preferred play centres in the presence of a peer for 5 minutes without protest or attempts to leave on 4/5 days.	Teacher and/or teacher assistant observation	March 30 <i>Achieved.</i> Karen is able to remain at the centre, with a peer, for up to 15 minutes.
3. By June 30, Karen will remain at preferred play centres in the presence of 2 or more peers for 5 minutes without protest or attempts to leave on 4/5 days.	Teacher and/or teacher assistant observation	June 15 <i>Emerging.</i> Karen will tolerate the presence of more than 1 peer depending on the level and type of activity. The water centre remains a challenging area and she needs close supervision. At this point she can only tolerate 1 peer's presence at the water centre. Will continue to work on use of calming strategy.

**Accommodations and instructional strategies to support these objectives**

- Use visual timers.
- Reward successful participation in structural group activities with activity reward.
- Supervise play centres, especially water, and use verbal prompts to support Karen's parallel play with peers.
- Do Functional Behaviour Analysis (FBA) of any challenging behaviour that occurs during group activities in order to take proactive steps to help Karen better manage these activities.



## Sample 3 - Karen (continued) page 7/8

**Goal #4**

**Long-term Goal:** By June 30, Karen will independently use a self-calming strategy to decrease tantrum behaviours to less than two tantrum incidents per week.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 15, when modelled by the TA and supported by a visual instructional routine, i.e., picture sequence of self-calming behaviours, Karen will imitate the self-calming sequence on 90 percent of occasions.	Teacher and/or teacher assistant observation  Log of in-class tantrum incidents	November 15 <i>Achieved.</i> Karen is using a self-calming technique, using a stuffed animal, with adult modelling.
2. By March 30, when prompted verbally and supported by a visual instructional routine, Karen will initiate self-calming behaviours resulting in less than two tantrum incidents per week.	Teacher and/or teacher assistant observation  Log of in-class tantrum incidents	March 30 <i>Achieved.</i> Karen is experiencing less than two tantrums per week and is able to use a self-calming technique with minimal adult prompting.
3. By June 30, Karen will transition from a preferred activity to the next activity in her picture schedule without screaming or tantrums on 4/5 days for 2 consecutive weeks.	Teacher and/or teacher assistant observation  Log of in-class tantrum incidents	June 30 <i>Emerging.</i> Karen is making successful transitions approximately 50% of the time. Continue training with picture sequences to support transitions between activities.

**Accommodations and instructional strategies to support these objectives**

- Visual cues for instructional routines.
- Teach self-calming behaviour (cuddling stuffed animal).

## Sample 3 - Karen (continued) page 8/8

**Planning for Transition**

- Karen will practise using her photograph communication book on each visit to interact with the Grade 1 teacher.
- Karen will visit the Grade 1 class once a week from March to the end of the year.
- Karen's family will facilitate 2 visits to the school in August before the first week of school.

**Year-end Summary****Preschool concepts**

- is following simple 3-step directions that are familiar to her
- many imitations are situation-appropriate
- continues to make patterns and can do 1:1 number correspondence
- completes basic art projects
- independently dresses

Karen is participating in majority of Kindergarten learning activities and has increased her positive interactions with other children. She is handling basic transitions effectively and has had less than 3 physical outbursts in the last 2 months of the school year. She is using her communication book with adults and is spontaneously using single words to communicate with peers.

**Signatures**

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_  
Parents

\_\_\_\_\_  
Date

\_\_\_\_\_  
IPP Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher (if different from IPP Coordinator)

\_\_\_\_\_  
Date

\_\_\_\_\_  
School or Program Administrator

\_\_\_\_\_  
Date

## Sample 4 - Trey

**Individualized Program Plan**

## Any School Jurisdiction

**Child Information****Child:** Trey T.**Age as of Sept. 1/0X:** 4 yrs., 1 month**Date of Birth:** August 3, 200X**Date I.P.P. Created:** September 30, 200X**Parents:** Doug and Sharon T.**Eligibility Code:** 43**Type of Funding:** Program Unit Funding (severe multiple disability)**Year of E.C.S.:** 1<sup>st</sup>**Background information: Classroom context****School/Program:** Early Education Program, Any Elementary School

Special education classroom placement with E.C.S. teacher and 2 full-time teacher assistants. There are 8 children with special education needs and 8 typically developing children in this class. The centre-based programming takes place mornings, 2½ hours per day.

**I.P.P. Coordinator and Classroom Teacher:** Shane Teacher

**Additional IPP Team Members:** Wendy Help and Dawn Assist, teacher assistants  
 Gloria Job, occupational therapist  
 Allison Speech, speech-language pathologist  
 Mark Physio, physical therapist  
 Shannon Parent, family support consultant

**Number of hours of centre-based programming:** 500 hours

**Number of hours of family-oriented ECS programming:** 10 sessions (total 15 hours) per year, first Wednesdays of the month (goals are to assist the family in locating needed resources, to ensure skill generalization and continuity of programming between the home and school environments, and to review progress)

**Background information: Parental input and involvement**

*September 27/0X:* Mr. and Mrs. T. identified Trey's communication skills and his ability to interact with peers as major areas of concern. They would like to see independent walking skills as a major programming area. The family is interested in exploring use of assistive technology to help Trey communicate and participate. The team agreed to use a daily home and school communication book to share information about Trey's activities.

*March 15/0X:* To allow Trey to share information independently on a daily basis, the team decided to pre-program his voice output communication device with short phrases containing messages between home and school. Parents note that Trey is showing more enthusiasm for going to school in the mornings and getting him on the bus is much easier and faster than it was in September.

*June 14/0X:* The family shared information about the summer program Trey will be attending. He seems to like the swimming pool and they are hoping the aquatic part of the program will be beneficial to his mobility.

## Sample 4 - Trey (continued) page 2/9

<b>Strengths</b>		
<ul style="list-style-type: none"> <li>making progress in learning to walk with walker</li> <li>enjoys and is motivated to interact and socialize with adults and children, at home and at school</li> <li>responds well to adult verbal prompts</li> <li>motivated by train toys</li> <li>expressive with face and body</li> </ul>		
<b>Areas of Need</b>		
<ul style="list-style-type: none"> <li>gross motor skills (mobility, trunk stability)</li> <li>expressive and receptive communication skills</li> <li>play skills</li> <li>self-help skills</li> <li>fine motor skills</li> <li>following classroom routines</li> </ul>		
<b>Medical Conditions that Impact Schooling</b>		
<ul style="list-style-type: none"> <li>Cerebral palsy; uses his left hand almost exclusively</li> <li>Mild bilateral hearing loss</li> <li>Administered oral Baclofen (10 mg), at home in the morning and at noon, to reduce muscle tone</li> </ul>		
<b>Assessment Data (Specialized Assessment Results)</b>		
Date and Specialist	Test	Results
November 13, 200X Darren Ear, Audiologist Any Health Region	Hearing assessment	mild bilateral hearing loss (26-40 db) unaided in the better ear over normal range of speech
May 12, 200X Dr. Douglas Kidlove, Pediatrician Any Preschool Assessment Service		Diagnosis: spastic triplegia cerebral palsy with severe global developmental delay
May 12, 200X Dr. Develop, Psychologist	Bayley Scales of Infant Development-II	severe cognitive delay, developmental age of 16 months, with some successes at the 20 to 22 month range
May 12, 200X Sharon Talk, Speech-language Pathologist	Preschool Language Scale-IV (PLS-IV) Clinical Evaluation of Language Fundamentals-P2 (CELF-P2)	severe expressive/receptive language delay, <1%ile



## Sample 4 - Trey (continued) page 3/9

**Current Level of Performance and Achievement**

Carolina Curriculum Assessment (September 200X) indicates:

- Severe delay in self-help skills and social-emotional development

Activity and routine-based observation indicates:

- Trey is unable to effectively participate during circle and story activities
- Trey is unable to effectively communicate with peers during centre and free play
- Trey needs more opportunities for daily use of the walker.

**Coordinated Support Services**

- ongoing collaborative consultation with school-based team re: speech-language, occupational and physical therapy
- 15-20 minute individual physical therapy integrated into the regular gym class
- provide recommendations and guidance to Trey's respite home, as requested by parents

**Instructional Accommodations and Strategies**

General classroom accommodations and strategies include:

- classroom broadcast F.M. system
- adaptive equipment: walker, orthotics for both feet, adapted seating, slant desk, modified utensils, voice output devices (e.g., Big Mack)
- preferential seating to accommodate hearing loss
- supported seating to enable participation
- visual supports for language and communication displays using Picture Communication Symbols (PCS)
- additional time and assistance to complete motor tasks, as required
- use of sensory items (e.g., stuffed toy) to help Trey manage anxiety

## Sample 4 - Trey (continued) page 4/9

**Goal #1**

**Long-term Goal:** By June 30, Trey will increase his ability to communicate with adults and peers using a total communication approach (e.g., vocalizations, gestures, PCS and voice output devices).

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Trey will independently use appropriate communication strategies to gain the attention of adults when needed, at least 10 times a week for two weeks.	Teacher or TA records the frequency of verbal, physical or gestural initiations, during snack, bathroom breaks, and when dressing	November 22 <i>Achieved.</i> Trey responded to natural reinforcement of this behaviour and this helped him achieve this goal by early November.
2. By March 30, Trey will use vocalizations, word approximations or his Big Mack voice output device during snack and circle time, to ask for his turn, at least twice a day for two weeks.	Teacher or TA records the frequency and type of vocal initiations, during snack and circle time	March 22 <i>Achieved.</i> Trey prefers to use word approximations.
3. By June 30, Trey will use vocalizations, word approximations or his Big Mack voice output device to seek interaction with a peer during free play at least once a day for two weeks.	Teacher or TA records the frequency and type of responses, during free play activities	June 22 <i>Achieved.</i> Trey is consistently requesting a peer to “come and play” using his Big Mack during free play

**Accommodations and strategies to support long-term goal**

- Monitor Trey to anticipate when he wants to communicate with others and provide him with appropriate messages on his Big Mack to support his interaction during circle and snack time, e.g., come and play with me, hi, it’s my turn, juice please, good morning, etc.
- Trey should know what is recorded on his Big Mack before he uses it. Whenever possible, have him choose his message from a communication display and have him listen to it as part of the prompt to encourage him to use it to participate.
- Accept verbal responses or appropriate gestural responses when they are clearly understandable.

## Sample 4 - Trey (continued) page 5/9

**Goal #2**

**Long-term Goal:** By June 30, Trey will increase his active participation in circle time and free-play activities.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Trey will choose a song at circle time twice a week, from among 4 choices illustrated on Picture Communication Symbol cards.	Teacher or TA records on the group monitoring chart Trey's choice and his response to the choice	October 22 <i>Achieved.</i> Trey chose a song each time he was asked. Sometimes it took him up to three minutes and he seemed to be influenced by peers' suggestions.
2. By March 30, Trey will answer and comment on circle activities using a 4-item communication display 2 out of 3 times each day for a month during circle.	Teacher or TA records use of communication device including appropriateness and correctness of response	March 22 <i>Achieved.</i> Trey's favourite response to a circle activity is "Fun!"
3. By June 30, upon arriving in the classroom, Trey will share a message from home recorded on his voice output device with an adult or a peer of his choice (indicated by pointing or verbalizing).	Staff greeting him in the morning record on a data sheet in Trey's cubby his communication partner, ability to initiate and ability to successfully share the message	June 22 <i>Achieved.</i> Trey appears to enjoy sharing a message with three select peers. The majority of his messages are about the family puppy.

**Accommodations and strategies to support long-term goal**

- During circle time, language-related activities will be supported with Picture Communication Symbols for all children.
- Ensure that every circle time, Trey has at least 2 opportunities to answer questions and 1 opportunity to make a comment. Provide appropriate vocabulary items and make Trey aware of the meaning of any new symbols. Model the use of communication displays when communicating with Trey, e.g., "this is funny" while pointing to the symbol of "funny."
- Provide Trey with opportunities to expand his use of Picture Communication Symbols from circle time to choices for free-play activities.
- Give Trey enough wait time to process a request and complete a task.
- When possible, remove potential distracters.

## Sample 4 - Trey (continued) page 6/9

**Goal #3**

**Long-term Goal:** By June 25, Trey will increase his interactions with peers to at least 3 interactions per day.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Trey will join his peers in parallel play with a common toy (e.g., blocks, train, sand table), at least once a day for 5 days, with verbal prompting as required.	Teacher or TA records the frequency of parallel play during centre time	November 22 <i>Achieved.</i> Trey requires only minimal verbal cues to play with peers.
2. By March 30, Trey will choose a partner for selected activities (e.g., lining up at the door, during play), at least twice a day for 5 days, with verbal prompting as required.	Teacher or TA records instances of choosing a partner throughout the day	March 22 <i>Progressing.</i> Although he chooses a partner when lining up at the door, he requires a great amount of adult prompting to select a play partner for other activities throughout the day.
3. By June 30, Trey will join and imitate others in parallel play (e.g., stacking and knocking down blocks), at least once a day for 4 of 5 days, with peer and adult modelling, and verbal prompting as required.	Teacher or TA records the frequency of imitations during centre time	June 22 <i>Emerging.</i> Although he often plays parallel to peers, he is not imitating their play.

**Accommodations and strategies to support long-term goal**

- Limit the number of toys available to children, to increase the likelihood that children will play together. Provide preferred toys, such as trains, to his peers so that Trey will be more motivated to join them.
- During transitions and unstructured play periods, request that Trey select a partner by approaching a potential partner, offering his hand, making eye contact while vocalizing and moving to the activity with him or her.
- Use verbal prompts such as "Look at what your friends are doing!" during unstructured play periods.



## Sample 4 - Trey (continued) page 7/9

**Goal #4**

**Long-term Goal:** By June 30, Trey will use his walker to move from the classroom to other areas of the school.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Trey will walk independently across a variety of surfaces between activities within the classroom, with the aid of his walker, 3 or more times per day for 5 consecutive days.	Teacher or TA records frequency of transitions	November 22 <i>Achieved.</i> He generally experiences less difficulty walking across lino than on carpeted areas.
2. By March 30, Trey will walk independently across a variety of surfaces between activities within the classroom, using classroom items and furniture for stability (e.g., tables, walls), 3 or more times per day, for 5 consecutive days.	Teacher or TA records observations of how Trey makes transitions throughout the day	March 22 <i>Achieved.</i> Despite his success, he continues to demonstrate some anxiety and tentativeness when walking without his walker. He will benefit from continued practice at school and at home.
3. By June 30, Trey will walk independently across a variety of surfaces to and from the gym, with the aid of his walker and 1 rest break each direction, 3 times a week, for a month.	Teacher or TA records observations of how Trey travels to the gym throughout the school day	June 22 <i>Progressing.</i> He is able to walk to the gym with his walker but, depending on his level of fatigue and the time of day (later in the day being more difficult for him), he requires 2 rest breaks about half the time.

**Accommodations and strategies to support long-term goal**

- To ensure his safety, have Trey begin transitions a few minutes before his peers.
- Encourage Trey to walk from activity to activity using existing classroom furniture and equipment for stability and balance rather than his walker.
- Provide a rest break on the hallway bench at the midpoint of each trip, to ensure Trey does not overtire.
- Monitor Trey's fatigue and ability to expend energy in other activities during the day. The amount of time in the walker may need to be reduced if he is too tired to participate in other activities.

## Sample 4 - Trey (continued) page 8/9

**Goal #5**

**Long-term Goal:** By June 30, Trey will increase his independence at school by joining classmates willingly at the beginning of the school day and trying tasks on his own before requesting help.

Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, Trey will separate from his family members without incident (e.g., no crying or clinging) upon arrival at school, and willingly join his classmates at least 4 days a week over the period of a month, with minimal support from staff.	Teacher or TA records frequency of independent transitions, upon arrival at school each day	November 22 <i>Achieved.</i> Trey willingly joins his classmates when he arrives at school. Mom now has to remind him to wave good-bye!
2. By March 30, Trey will attempt tasks independently before looking to an adult for assistance, at least 3 times a day for a week, with verbal prompts as required.	Teacher or TA records the frequency of his independent attempts at assigned tasks throughout the day	March 22 <i>Progressing.</i> Trey continues to look to others to solve his problems and complete his tasks. He will benefit from consistent adult expectation that he complete tasks as independently as possible in all environments.
3. By June 30, Trey will attempt tasks independently before looking to an adult for assistance, at least 5 times a day for a week, with minimal prompting from adults.	Teacher or TA records the frequency of his independent attempts at assigned tasks throughout the day	June 22 <i>Progressing.</i> Trey is completing tasks independently at least 3 times a day. He is more likely to demonstrate independence in hands-on activities. He responds positively to minimal verbal prompts of staff and peers. Two other children have started to offer these prompts on their own and, as a result, Trey is actually asking for less adult assistance throughout the school day.

**Accommodations and strategies to support long-term goal**

- When dropping him off at the beginning of the school day, encourage family members to show Trey his daily visual schedule and point out that they will return to pick him up at the end of the day (as shown on the last photo of his schedule).
- Use distracters, such as a novel toy, to occupy him as he leaves his family.
- Before he becomes frustrated, offer to help complete the task with Trey's assistance (hand over hand).

## Sample 4 - Trey (continued) page 9/9

**Planning for Transition**

- *June 200X*: Review progress on current IPP goals and objectives with the learning team, to determine areas of growth, areas of continued need and new areas for development in the coming year
- *March 200X*: Discuss with parents all available placement options for next fall
- *May 200X*: Arrange for Trey to visit the new classroom and meet his new teacher
- *June 200X*: Current and receiving teachers meet to discuss student needs and instructional strategies, adaptive equipment and supports, and transfer year-end assessment summaries and adaptive equipment to receiving teacher

**Year-end Summary**

Activity and routine-based observation indicates:

- Trey is beginning to participate in circle time
- with adult support, Trey is beginning to communicate with peers
- Trey is using walker at least 3 times during class time.

Trey will continue to benefit from the additional practice and support that he receives at home. His parents are eager to implement shared strategies at home including providing extra time and supervision for transitions, the use of visual supports for language, and the use of preferred objects or activities as motivators (e.g., train toys, social reinforcement of his peers).

**Additional Information**

- Trey currently receives overnight respite care every other weekend. Contact person: Mrs. Debbie Home.

**Signatures**

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_  
Parents

\_\_\_\_\_  
Date

\_\_\_\_\_  
IPP Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher (if different from IPP Coordinator)

\_\_\_\_\_  
Date

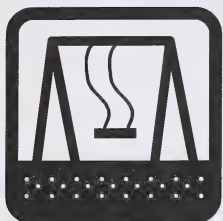
\_\_\_\_\_  
School or Program Administrator

\_\_\_\_\_  
Date





## Appendices



These tools are available in PDF format at [www.education.gov.ab.ca/k\\_12/specialneeds/resource.asp](http://www.education.gov.ab.ca/k_12/specialneeds/resource.asp) and on the CD-ROM packaged with the print version of this resource.

# Getting Off to a Good Start in Early Childhood Services (ECS)

The purpose of these sample tools is to enrich the IPP process. These tools should be used selectively and can be adapted to best meet the needs of individual students. Many of these tools will be used informally as part of the IPP development process and not as products for the student's permanent school record.

- 10-A Sample IPP Template
- 10-B Essential Information Checklist
- 10-C Activity and Routines-based Observational Assessment
- 10-D IPP Planning Meeting Recording Form
- 10-E Instructional Matrix
- 10-F Group Monitoring Chart
- 10-G ECS Transition Checklist



## Sample IPP Template

### Individualized Program Plan

#### Child Information

<b>Child:</b>	<b>Age as of Sept. 1/0X:</b>
<b>Date of Birth:</b>	<b>Date I.P.P. Created:</b>
<b>Parents:</b>	<b>Phone #:</b>
<b>Address:</b>	<b>Eligibility Code:</b>
<b>Year of E.C.S.:</b>	

#### Background information: Programming context

**School/Program:**

**Teacher delivering programming:**

**I.P.P. Coordinator (Certificated Teacher):**

**Program Administrator:**

**Additional IPP Team Members:**

**Number of hours of centre-based programming** \_\_\_\_\_

**Number of sessions of family-oriented ECS programming** \_\_\_\_ = total hours \_\_\_\_

#### Background Information: Parental input and involvement



## Sample IPP Template (continued) page 2/5

<b>Strengths</b>		
<b>Areas of Need</b>		
<b>Medical Conditions that Impact Schooling</b>		
<b>Assessment Data (Specialized Assessment Results)</b>		
<b>Date</b>	<b>Test</b>	<b>Results</b>

Sample IPP Template  
(continued) page 3/5**Current Level of Performance and Achievement****Coordinated Support Services****Instructional Accommodations and Strategies**





Appendix 10-A

## Sample IPP Template (continued) page 4/5

<b>Goal # _____</b> <b>Long-term Goal:</b>		
Short-term Objectives	Assessment Procedures	Progress Review
1.		
2.		
3.		
<b>Accommodations and strategies to support this goal</b>		



## Sample IPP Template (continued) page 5/5

### Planning for Transition

### Year-end Summary

### Signatures

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_  
Parents

\_\_\_\_\_  
Date

\_\_\_\_\_  
IPP Coordinator (Certificated Teacher)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher (if different from IPP Coordinator)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Administrator

\_\_\_\_\_  
Date



## Essential Information Checklist

Child: \_\_\_\_\_ Date: \_\_\_\_\_

Program: \_\_\_\_\_

Teacher: \_\_\_\_\_

IPP coordinator (if different from teacher): \_\_\_\_\_

<b>Programming Context</b> <input type="checkbox"/> Programming description such as child-teacher ratio, groupings, routine support, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
--	---

Essential Information	Included (please check)
<b>Programming Information</b> <input type="checkbox"/> Certificated teacher responsible for IPP <input type="checkbox"/> Teacher who delivers programming (if different from above) <input type="checkbox"/> Program administrator <input type="checkbox"/> Teacher assistant (if applicable) <input type="checkbox"/> Number of hours of centre-based programming <input type="checkbox"/> Number of sessions of family-oriented ECS programming and total hours	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
<b>Parental Involvement</b> <input type="checkbox"/> Parental involvement is documented (including meetings) <input type="checkbox"/> IPP is signed or attempts to obtain parent signature are documented <input type="checkbox"/> Family-oriented programming is documented	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
<b>Strengths</b> <input type="checkbox"/> Language/communication, social, emotional or physical areas that positively impact learning <input type="checkbox"/> Emergent literacy and numeracy skills <input type="checkbox"/> Interests of child considered <input type="checkbox"/> Input from parents	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
<b>Areas of Need</b> <input type="checkbox"/> Language/communication, social, emotional or physical areas <input type="checkbox"/> Developmentally appropriate emergent literacy and numeracy skills <input type="checkbox"/> Needs are expressed in positive language <input type="checkbox"/> Input from parents	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information

This appendix adapted with permission from Edmonton Public Schools, *Individualized Program Plan Guidebook* (Edmonton, AB: Edmonton Public Schools, 2005), pp. 75–77 and Alberta Education, *Standards for Provision of Early Childhood Special Education* (Field-review draft, 2005).



## Essential Information Checklist (continued) page 2/3

Essential Information	Included (please check)
<b>Medical Information Relevant to Learning</b> <input type="checkbox"/> Medical diagnosis <input type="checkbox"/> Medical information that impacts learning <input type="checkbox"/> Medications <input type="checkbox"/> Not applicable or no medical information that impacts learning	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
<b>Specialist Assessments</b> <input type="checkbox"/> Current specialist assessments: names of assessment tools, types of observations and date administered <input type="checkbox"/> Name of specialist and area of specialization <input type="checkbox"/> Summary of report findings	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
<b>Program-based Assessments and Evaluation of Progress</b> <input type="checkbox"/> Current pre- and post-classroom assessments: name of tool or type of observation and date administered <input type="checkbox"/> Summary of findings <input type="checkbox"/> Child's current level of functioning <input type="checkbox"/> Assessment procedures for monitoring and evaluating child progress on IPP goals are identified (e.g., observations, work samples, diagnostic or standardized tests, developmental assessments, checklists)	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
<b>Coordinated Support Services</b> (Additional staff, agencies, specialists and services) <input type="checkbox"/> Type and format of support services offered within the program setting <input type="checkbox"/> Type and format of support services offered outside the program setting <input type="checkbox"/> Amount of time services offered (level of support)	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
<b>Instructional Accommodations</b> <input type="checkbox"/> Individualized instructional accommodations and strategies (e.g., unique expectations, specialized materials, resources, facilities, equipment, assistive technology, personnel) <input type="checkbox"/> Aligned with child's personal strengths, areas for growth and goal statements	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information





## Essential Information Checklist (continued) page 3/3

Essential Information	Included (please check)
<b>Measurable and Meaningful Goals and Objectives</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent with the child's area of growth and clearly linked to assessment data</li> <li><input type="checkbox"/> Meaningful to child and his or her family</li> <li><input type="checkbox"/> Consistent with child's level of development</li> <li><input type="checkbox"/> Reflects an actual skill or behaviour that the child needs in order to participate and actively engage in current or future learning</li> <li><input type="checkbox"/> Short-term objectives are measurable and/or observable               <ul style="list-style-type: none"> <li><input type="checkbox"/> Expected behaviour is described</li> <li><input type="checkbox"/> Conditions under which the child will perform the task</li> <li><input type="checkbox"/> Criteria for measurement</li> <li><input type="checkbox"/> Date that objective is expected to be achieved</li> </ul> </li> <li><input type="checkbox"/> Based on input from teachers and parents</li> <li><input type="checkbox"/> Manageable number of goals and objectives</li> <li><input type="checkbox"/> New objectives are added or revised as current objectives are reviewed and/or achieved</li> <li><input type="checkbox"/> Language is positive and family-friendly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> Needs more information</li> </ul>
<b>Planning for Transition</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begins in September and is ongoing</li> <li><input type="checkbox"/> Describes child's transition needs across environments</li> <li><input type="checkbox"/> A summary of planned actions to prepare child for success in upcoming changes to environment is outlined</li> <li><input type="checkbox"/> Transition plan involves family</li> <li><input type="checkbox"/> Transition plan involves other specialists where appropriate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> Needs more information</li> </ul>
<b>Year-end Summary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Year-end summary includes most effective strategies, areas of continuing concern and recommendations for next year</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> Needs more information</li> </ul>



## Activity and Routines-based Observational Assessment

Location:

Observer:

Time/ Activity	Monday Date:	Tuesday	Wednesday	Thursday	Friday

Identified areas of strength/interest:

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Identified areas of difficulty/concern:

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# IPP Planning Meeting Recording Form

Areas of Focus	Areas of Need (observations and assessments)	Possible Activities/Routines	Who will be involved?



# Instructional Matrix

Child	Targeted Behaviours in Goals and Objectives	Daily Program Activities and Routines				





Appendix 10-F

## Group Monitoring Chart

Child	Fine Motor	Gross Motor	Cognitive	Expressive Language	Receptive Language	Personal/Social	Self-help
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	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>

- GMA: Graduated manual assistance—some level of physical assistance provided, but will be systematically faded as the child gains independence.
- M: Model—an adult will demonstrate how to perform the task or skill.
- VA: Verbal assistance—adult provides verbal assistance or direction to help a child perform a task or skill.
- I: Independent—the child will complete the task without the assistance of an adult, where he or she previously required more support.

Adapted from "Monitoring Child Progress in Early Childhood Special Education Settings" by Sharon A. Raver, *Teaching Exceptional Children*, 36, 6, 2004, p. 54, Figure 1. Copyright 2004 by The Council for Exceptional Children. Adapted with permission.



## ECS Transition Checklist

Below is a list of activities to assist the learning team to prepare the child and his or her family for anticipated changes associated with future settings and programming.

Completed	Activity	Timeline
		Fall of Current School Year
<input type="checkbox"/>	Discuss the transition process with parents and staff.	
<input type="checkbox"/>	Identify and address skills likely required in future settings.	
<input type="checkbox"/>	Develop IPP goals and objectives to address future needs.	
<input type="checkbox"/>	Conduct comprehensive assessments to determine eligibility for year one programming, if applicable.	
<input type="checkbox"/>	Discuss assessment results and implications, if applicable.	
<input type="checkbox"/>	Contact principal of neighbourhood school, if applicable.	
<input type="checkbox"/>	Begin to visit potential settings and programming options.	
<input type="checkbox"/>	Select appropriate setting and programming based on availability, program eligibility and family preference.	
<input type="checkbox"/>	Confirm program placement.	
<input type="checkbox"/>	Review requirements for supports and services in new setting, such as changes to physical environment to ensure accessibility (e.g., ramps, change table, seating, need for teacher assistant).	
<input type="checkbox"/>	Arrange visits of receiving teacher to current programming setting, and/or child and parents to future placement.	
<input type="checkbox"/>	Prepare and forward year-end information package, records and/or school file to receiving teacher.	
<input type="checkbox"/>	Confirm transportation arrangements, if required.	
<input type="checkbox"/>	Follow-up phone call to parents.	
		End of Current School Year

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MEMORANDUM FOR THE RECORD

DATE: 10/15/1964  
SUBJECT: [Illegible]

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This is a chapter from Alberta Education's teacher guide *Individualized Program Planning* (2006).

Chapters in the resource include:

## Getting Started

Introduction

1: Working Through the IPP Process

introduction

1



## Building the Learning Team

2: Encouraging Parent Involvement

3: Supporting Student Participation

4: Creating a Network of Support

2

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## Identifying Student Needs

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7: Making Goals Meaningful, Measurable and Manageable

5

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## Looking to the Future

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9: Infusing Assistive Technology for Learning into the IPP Process

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## Developing New Solutions

10: Getting Off to a Good Start in ECS

11: Planning for Students who are Gifted

12: Promising Practices for Junior and Senior High School

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A PDF of the complete resource *Individualized Program Planning* is available on Alberta Education's Web site at [www.education.gov.ab.ca/k\\_12/specialneeds/resource.asp](http://www.education.gov.ab.ca/k_12/specialneeds/resource.asp).